

OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION 1948

# GUIDEBOOK FOR PROSPECTIVE TEACHERS

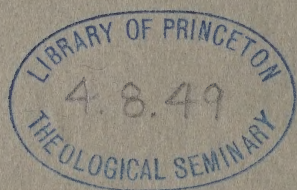


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GUIDEBOOK  
FOR  
PROSPECTIVE  
TEACHERS







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College of education.

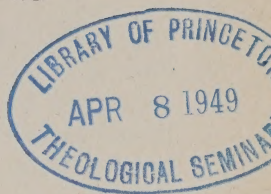
# GUIDEBOOK FOR PROSPECTIVE TEACHERS

by

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## PREFACE

Ten years ago the College Policy Committee of the Ohio State University College of Education appointed a sub-committee to plan professional work for the freshman year. The program which has been developing in the years since has been under the direction of the Committee on Education Survey 407 and has been administered through the office of the Junior Dean.

During this period many members of the college faculty have had a share in shaping the program. Throughout this time the central theme of the program has been intelligent planning in terms of development of factors of competency. In 1941, *Student Planning in College*, by L. L. Love et al., was published. This served as a guide for the Survey program for some time, but gradually the college program outgrew the book, and many supplementary materials were necessary to keep the Survey course up to date. Instructors and advisers have felt an increasing need for a revision of the basic course materials. This demand led the Committee on Education Survey 407 to action. An evaluation was made of materials being used in the Autumn Quarter, 1947. Following this, the Committee authorized the authors to develop this book.

This book has been written solely in terms of the professional teacher-education program of The Ohio State University. No effort has been made to write a text for general use in teacher-training institutions. The book has been planned to serve the student for more than one course, however; much of the material included should be of continuing use to students during their training in this College. It is recognized that the program of the College is developing rapidly and is subject to a constant re-evaluation. For this reason this book has been written for temporary use only. If it is to be kept up to date, it will need revision at least every two years.

To give proper credit for help in developing this book is almost impossible. The authors have merely attempted to explain to the students a program which has been developed through the co-operative activity of many staff members for many years. The instructors who have taught the Survey course throughout the years have made invaluable contributions. For several years the students in the Survey classes have helped in evaluating the course and making suggestions for improvement.

Particular credit is due to Junior Dean L. L. Love who has given permission to use materials from *Student Planning in College* and other materials used in the administration of the Junior Standing program. Special credit is also due to Otto B. Moor and Robert M. Boyd who contributed materials to Chapter IX.

Members of the Committee on Education Survey 407 who were active during the period of development of this book are Earl W. Anderson, James Burr, Agnes Denune, Marion Gatrell, John Horrocks, Jean Kristoff, C. B. Mendenhall, Miriam Mooney, Geneva Watson, and the two authors.

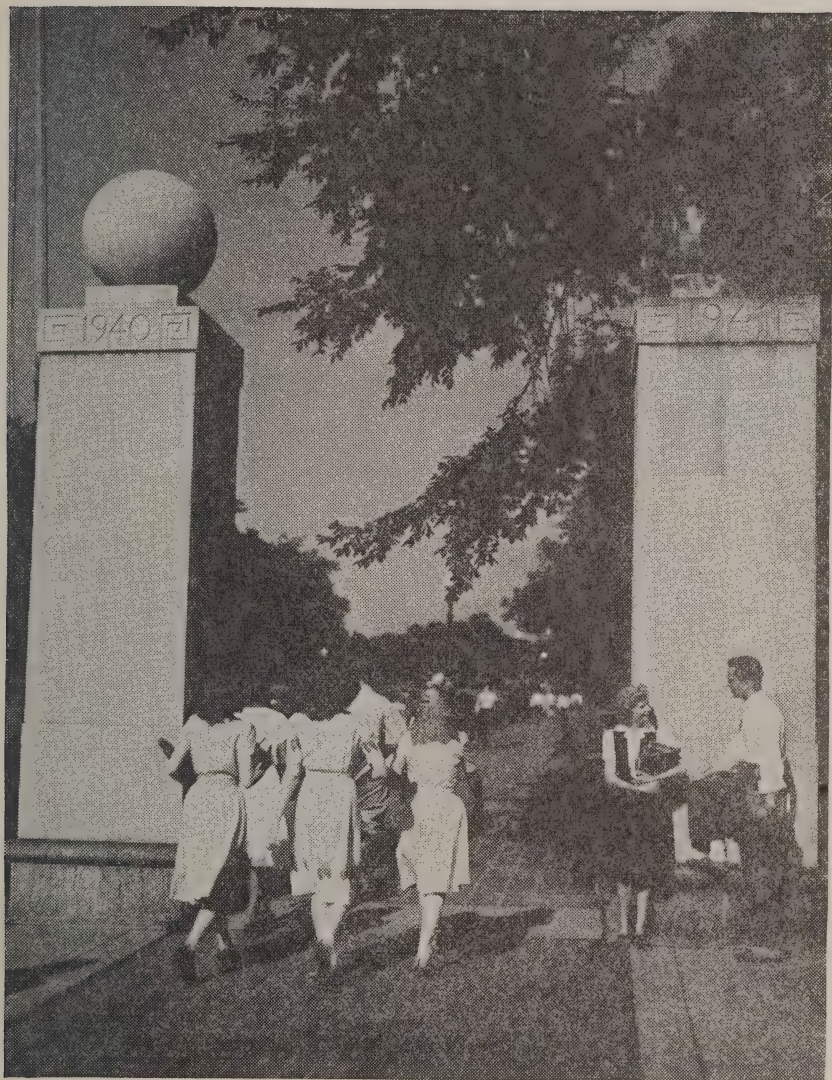
Much helpful criticism was obtained from the instructors of Survey 407 during the Spring Quarter, 1948—Lorraine Lange, Frances Mason, and J. E. McCracken. They used the materials of this book in a mimeographed form and obtained student reaction as a basis for their evaluations.

David Fuller supplied the illustrations and designed the cover. Plates for photographic illustrations were loaned by the *Makio, Ohio Schools*, and by the Ohio State University Public Relations Office. W. V. Harsha of the Journalism Department was especially helpful.

A number of persons have read and criticized parts of the manuscript. Among them are L. L. Love, L. O. Andrews, Albert Baisler, Newton Hodgson, and J. J. Horst. Jeanne Fuller and Elizabeth Daily helped prepare the manuscript for the press. R. H. Eckelberry and Nancy Dasher have read the entire manuscript and have given valuable help in preparing materials for the press. Credit for source materials appears in the footnotes.

LYLE L. MILLER  
ALICE Z. SEEMAN

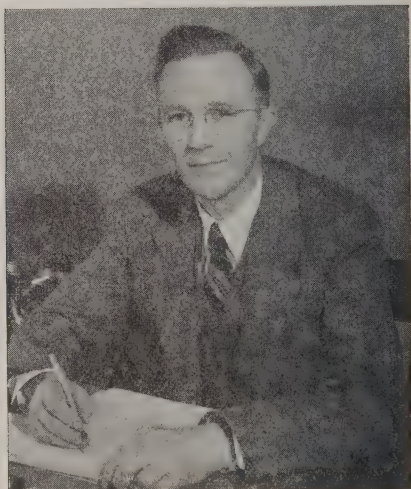




GATES OF OPPORTUNITY



DONALD P. COTTRELL  
*Dean*  
College of Education



LESTON L. LOVE  
*Junior Dean*  
*and*  
*Coordinator of Student Personnel*  
College of Education



## FOREWORD TO STUDENTS

If you are a student who is accustomed to studying a textbook to learn all the answers necessary to pass a course, you will find that this book has a different purpose. It has not been written with the idea of presenting factual material to be committed to memory. Complete mastery of the subject-matter included between the covers of this book is not the requirement for a passing grade in your Education Survey course. You will utilize many other sources of information in addition to this book.

If you look through this book carefully, you will begin to see that it can be of value to you in other ways. It will introduce you to the profession of teaching. Since you are now beginning your work in a college of education, you are probably concerned about your possibilities of success as a teacher. Most of the answers to your questions lie within your grasp as a student. This book will help you to see yourself in the light of some generally accepted ideas about the teaching profession. It is the hope of the faculty that your work in the Education Survey course will help you to recognize your own potentialities and limitations and will lead you to plan carefully to strengthen yourself as much as possible for the career you choose. Although much of the material in it will be closely related to the program of the Education Survey class, this book should be of lasting value to you as a guidebook in your professional program in education.

DONALD P. COTTRELL

*Dean, College of Education  
The Ohio State University*





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## CHAPTER I

### WHAT IS EDUCATION SURVEY 407?

Your first professional course in the College of Education is your Survey course. You are required to register for this course the first quarter you are in the College, but you should try to find other reasons for taking it than merely to meet a requirement. Unless you can seek goals related to your course work and accept them as personal objectives, you may find college quite a boring place.

In thinking about any required course in your program, you should ask yourself two basic questions: "Why am I required to take the course?" and "What is the course about?" When you find the answers to these questions, you are prepared to do your best work in the course. As you progress toward the educational goals you have set, you will find the answers to these questions about courses in your contacts with your adviser, with instructors, and with other students. The answers may be more difficult to find for the first quarter in college, however. For this reason, you will be interested in the material in this chapter which will help you find answers to these questions about Education Survey 407.

### WHY?

To answer the first question, you might consider the comments of some students who have taken the course:<sup>1</sup>

1. "The course has helped me in finding new areas where I can readily turn for information, both here on the campus and in Columbus. This certainly will aid my planning for the future."
2. "It has helped me become acquainted with the policies of the College of Education and the University as a whole. I know more about what is expected of me."
3. "The course shows a student many ways to learn about different fields and areas of the teaching profession. It shows many points of view and other factors which a student should consider in selecting an area."
4. "It has helped me to become more conscious of what I want and what I expect to do."
5. "It has helped me correct a lot of my weaknesses. It has also helped me to become better acquainted with the University and its teachers, and to plan what I will take in my future days here."

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<sup>1</sup> These quotations are taken from course evaluation sheets filled out by students who took Education Survey 407 in the Winter Quarter, 1948.

6. "Education Survey has introduced a lot of new and good ideas which are helping me every day and in planning for the future. It has given me a better understanding about people, how to react to certain things, etc. It has made me realize a lot of weaknesses that I am afraid I had overlooked before."
7. "It has helped to show me that I have a 'mind of my own' and not to be influenced too easily by propaganda methods. It has also taught me to listen to other sides of a story."
8. "I believe this course has greatly helped me to learn to think for myself which in turn has made it possible for me to plan more adequately and properly for myself."
9. "It has helped me to plan for myself. I have adopted plans which make it possible for me to get a balance between my school work and my social life."
10. "It helped me by showing that a practical choice of profession should be related to my interests and abilities. I now see that teaching is not the thing that I want to go into."
11. "The course has helped me to realize what a job it is going to be to prepare for our future profession. It helped me to realize my personal problems and what I will have to overcome before I may become a successful teacher."

These students have tried to express the personal values they found in the course. You may find similar values in the course. It is for this reason that the College requires you to take this course during your first quarter. It is a service course—designed to help you. The values you will receive will depend upon your own initiative in seeking them. To summarize the points made by the students above, the course may help you in the following ways:

1. Help you become oriented to the College, the University, and the community.
2. Help you to see more clearly what education is all about; what teaching is all about; and what some of the requirements are for good schools and good teachers.
3. Give you the opportunity to see yourself more clearly in relationship to the requirements of the profession.
4. Help you decide whether or not you really want to go ahead with a career in education.
5. Help you to learn how to manage your own resources better—resources of time, money, and ability.
6. Stimulate you to plan to achieve increasing competency in the profession and to grow in good citizenship.

This program of personal orientation and planning will be emphasized throughout the quarter; you are encouraged at any time to call upon your instructor and adviser for personal attention in helping you to develop your individual plans.

## WHAT?

The class work of Education Survey 407 is broken down into three major units of work as explained in the following paragraphs. As you will see, however, there is considerable need for overlapping among these units.

*Orientation to the College and to the University (approximately two weeks).*—During this period you will become acquainted with the organization of the University, the various bureaus, organizations, and personnel services which are available to student on the campus. You will learn something about the organization of the College of Education and its various departments, especially the personnel offices with which you will come in contact during your college career. Many extra-curricular activities and recreational programs are available to you on the campus. Many facilities and institutions in the city of Columbus have potential values in giving you a breadth of experience during college. You should become acquainted with these opportunities for social and cultural growth.

During this period you will be asked to write an autobiography and to analyze your reasons for coming to college. You will investigate study skills and work habits; you will participate in discussions of problems of university living and college aims; and you will have the opportunity for private interviews with your adviser.

*The relation of schools to society (approximately five weeks).*—The activities of your Survey class during this period will be varied. You will be challenged to clarify your own thinking and to try to understand the thinking of others regarding many controversial issues. You will find that you must understand your own ideas of the place the school should take in the social order before you can begin to understand yourself as a prospective teacher.

You will find that the school is only one of many educational influences in society. Many other factors such as the home, church, radio, motion pictures, business organizations, social institutions, and the like do more to shape the values and beliefs of students than does the school. The school is, nevertheless, quite powerful from the standpoint of its potential relations to these social pressures and of serving as a means of acquainting students with the social impact of these various forces. You should recognize early in your training that teaching cannot be a retreat from reality but that it is a career full of challenge to the best thinking that you can do.



*Some factors of competency for teaching and personal planning (approximately three weeks).*—The faculty of the College of Education has accepted certain goals as being desirable for success in teaching. These goals are commonly referred to as “factors of competency” for teaching. The Junior Standing program and the Student Teaching program both require you to supply evidence that you are developing these competencies. Hence it is important that you develop an understanding of these competencies and accept these goals as your own if you decide to continue in preparation for a teaching career. Several chapters of this book are devoted to this topic.

In this Survey course you will not be taught techniques of teaching; rather you will be expected to learn what the teaching profession is all about and how your own potentialities compare with those considered essential to success. With this understanding you will be in a better position to make vocational plans.

### HOW WILL YOU BE GRADED?

Since this course will be different from many which you have experienced, it is important to understand what basis is used for final marks in the course. The following outline will give you some suggestions of the kinds of things the instructors will take into consideration in deciding upon grades:

#### 1. Class Assignments

- a) The extent to which reading, notebook, and written assignments have been met
- b) Results on the final examination and any other written examinations given
- c) Punctuality in turning in assignments, regularity of attendance
- d) Clearness of expression, correct use of grammar and spelling, neatness and presentation of written materials

#### 2. Group Participation

- a) Attendance on field trips and special projects
- b) Contributions to class discussions
- c) Extra contributions to the class such as additional suggested reading
- d) Magazine and newspaper articles, clippings, graphs, and other illustrative materials
- e) Co-operation in group projects or committee work

#### 3. Personal Growth

- a) Degree to which you have grown in insight and understanding
- b) Degree to which you use thinking and planning in your actions
- c) Organization, presentation, and content, in terms of your own recognized needs, of your planning paper

## REFERENCE MATERIALS

The most important reference for you to study carefully is the current issue of the *Bulletin of the College of Education*. You should give particular attention to the sections: Admission to Courses Leading to a Degree, Personnel Services, University Health Service, Part-Time Employment, Scholarship Standards, Academic Recognition, and the Teacher Education Curricula.

Other references which will help in your general orientation to the University are listed below. All are published at the University.

1. *About Buckeye Campus*. Available at the W.S.G.A. office, 308 Pomerene Hall.
2. GUTHRIE, WILLIAM S. *Manual of Resources for Student Personnel Work in The Ohio State University*. Available at 108 University Hall.
3. *Handbook of Intramural Sports*. Available at the Physical Education Office, Room 124, Men's Physical Education Building.
4. *The Ohio State Monthly Calendar*.
5. *Orientation Week Program*. Distributed during Freshman Week.
6. *Pleiades of Ohio State*. Available at the Office of the Dean of Women, 215 Pomerene Hall.
7. *Sorority Life at Ohio State*. Available at the Office of the Dean of Women, 215 Pomerene Hall.
8. *Student Activities Deskbook*. Available at Ohio Union.

## NOTES



## CHAPTER II

### UNIVERSITY LIVING

If you are like most new students in a large university, you find yourself confronted with a multitude of new situations and problems as you attempt to get yourself settled in this new community—The Ohio State University.

Perhaps you are now living away from home for the first time in a dormitory, a rooming-house, or a fraternity, with restrictions or freedoms to which you are unaccustomed. Your friends may be far away and you must choose a new group with whom to associate. You may be from a small town or from the open country, but now you must adjust to a complex city environment. Perhaps you are still living at home and thus find difficulties in participating fully in university life.

Your high school probably was in one building and while there you worked under a relatively strict regime, with constant checks by teachers on your daily preparation. In college you are almost entirely dependent upon yourself to see that your lessons are adequately prepared. You are constantly meeting teachers, students, and members of the community with points of view much different from your own on religious, social, political, economic, and other questions. Literally hundreds of perplexing situations, many of them much more personal than any that have been mentioned here, arise in the everyday lives of students.

You are probably wondering how other students find their way in such a confusing place. What do they do in their spare time? Where do they go for help of all kinds? How do they know what's the right thing to do in so many different situations? In order to help you answer these questions, we shall attempt to present in this chapter some information about how you may participate in university life.

#### SOME IMPORTANT THINGS TO CONSIDER

No one at the University need lack the opportunity to develop at least a moderate amount of skill in the activities connected with college life. The campus resources for rich and effective college living are many; it is up to you to make use of them.

1. *Living conditions at the University.*—Much of your time will be spent at the place you live, and with other students who live at the same place. You and those with whom you live can make these associations contribute to your growth or can allow them to degenerate in such a way that they become a complete waste of time. Since where and how you live can mean so much in university living, you should choose the most suitable place possible. The offices of the Dean of Men and Dean of Women will be glad to consult with you about residential problems.

2. *Your appearance at the University.*—University living is a give-and-take proposition. It is essential for you to be as attractive and interesting as possible to other people. This means watching your manners and paying attention to dress and grooming. Clothes need not be expensive, but they should be suitable for the occasion, neat and clean, and on a clean body. You will find some excellent tips and suggestions on how to dress appropriately and inexpensively in the *Student Activities Deskbook*. You may obtain a copy of this book at the Ohio Union.

3. *Finance in university living.*—The state of your financial resources will influence your university living in many ways. Some students can afford fraternities and sororities, while others must work in a private home for room and board or live in a rooming house or a co-operative house. Some can attend expensive social functions, plays, and concerts without giving a thought to expenses, while others must think twice before going to a movie. Necessity for outside employment reduces the time available for participation in extra-curricular activities. Opportunities for travel or summer-camp experience are available to some students, while others must use vacation periods to earn enough to return to the University.

Are these limitations so serious that they make effective university living a virtual impossibility for many students? Not at all! You have but to look around you to find numerous employed students with little income who are living fully and purposefully in the university environment. But they must plan carefully and make discriminating choices in order to gain these benefits. However, the student who works is to be envied in many ways. In addition to the personal satisfaction which he derives from doing a job well, the experience often results in increased maturity and provides broad contacts. Those who have had industrial or business experience are often in a better position to teach students effectively than those who have not been employed. Work can be an important part of a total educational program.



CAMPUS ACTIVITIES ARE LOTS OF FUN AND ALSO GOOD TRAINING  
IN WORKING WITH OTHERS



"BULL SESSIONS" LIKE THESE ALSO HAVE EDUCATIONAL VALUE





RECREATION IS A NECESSARY PART OF CAMPUS LIVING



MANY ORGANIZATIONS PROVIDE OPPORTUNITIES  
FOR SOCIAL LIFE ON CAMPUS

Employment opportunities through a University agency are many. If you are interested in securing part-time employment, you should make application at the Student Financial Aids Office, in Room 112 in the Administration Building. In addition to work opportunities of many kinds, financial-aids counseling is provided by this office and is available to all students enrolled in the University. Students having financial problems should make use of this service, which co-ordinates student employment, loans, and scholarships.

The question of borrowing or working frequently arises. If you borrow all the money for your university expenses, you will be saddled with a heavy debt at graduation. Another factor needs to be considered also. If for some reason you can attend but one or two years, you are likely to find very burdensome the task of repaying a thousand-dollar loan from the relatively low wages you will probably earn for the first few years. On the other hand, a debt of a few hundred dollars accumulated in your last two years should be relatively easy to repay.

University loans are available in limited amounts to Juniors and Seniors. Service clubs, churches, private foundations, and similar groups frequently provide help for other worthy students. The University has very limited funds for scholarships. If you are interested in a loan or scholarship, inquire at the Student Financial Aids Office. If you wish to investigate other possibilities, consult *Working Your Way through College*, Vocational Division Bulletin No. 210, Occupational Information and Guidance Series No. 4, United States Office of Education.

4. *Religion in university living*.—Each quarter the papers written by College of Education Freshmen reveal that students have strong religious beliefs and are intensely interested in working out for themselves a satisfying point of view on religious issues. What you believe is your own concern. It is clear, however, that many students have accepted what they have been told about religion without ever thinking through religious problems for themselves. Perhaps you need the experience of coming to your own conclusions on religion.

Churches of all the major denominations and faiths may be found in the University district. Many of them have student pastors especially well qualified to work with young people. The student religious centers of these various denominations provide extensive social programs. The campus Y.M.C.A. and Y.W.C.A. offer a wide range of religious and social activities. Numerous faculty

members are willing to discuss religious problems with students. Courses in the Department of Philosophy help to clarify religious thinking.

A complete list of the university churches and affiliated groups will be found on the final pages of the *Student Activities Deskbook*. A more detailed description of the activities of these groups may be obtained from the monthly and/or weekly schedules published by each of the denominational groups. The Student Religious Council, which co-ordinates campus religious activities, may be consulted for additional information.

5. *Maintaining physical and mental health.*—Students who are living away from home for the first time often find that the unaccustomed routines encountered in providing for themselves give rise to many problems. Maintaining good health, happiness, and social acceptability may at times seem an impossible task. Class discussions and talks with your adviser on such matters as food, sleep, work and leisure, personal appearance, techniques of meeting people, and the like, may help you in the development of the necessary self-directing habits. However, most students have problems of one sort or another which are not met by such talks. Some handle these problems by worrying about them; others by ignoring them, pretending they do not exist; still others by depending upon parents or teachers to take responsibility which should be theirs. But the problems persist. The mature, intelligent procedure is to face the situation realistically, think it through objectively, and thus either solve it, or find means of adjusting to it, if a complete solution is impossible. If you are self-directive and independent enough to assume responsibility for your own welfare, the University provides various suitable services for you. A complete list of these services will be found at the end of this chapter.

6. *Sex and marriage problems in university living.*—Many students feel the need for additional information on sex problems. Accurate sex information is particularly important for young people of college age. The information they do have is frequently inaccurate and incomplete.

Such information is available from several sources. The one-hour hygiene course required of all Freshmen deals in part with sex education. The General Studies course, "Factors in Successful Marriage," also provides information in this area. Campus organizations such as the Y.M.C.A. and the Y.W.C.A. frequently promote projects designed particularly to aid students to secure sex education. Such programs, which usually are in the form of lectures, are



adequately publicized on campus. Books on sex education are available to students at both the Main and Education libraries. These books are listed in the card catalog under Sex Education and may be secured by calling for them at the loan desk in the library. These books must generally be used in the library. Feel free to consult the librarians in selecting books in this field. Also feel free to seek counsel with personnel people, such as staff members of the Health Service, The Dean of Women or the Dean of Men, and the Junior Dean's Office.

7. *Organized extra-curricular activities in university living.*—On a campus of this size hundreds of such activities exist. Out of this large number there are several in which you would be interested and from which you can profit. The *Student Activities Desk-book*, available at the Ohio Union, and *About Buckeye Campus*, obtained at the Dean of Women's office in Pomerene Hall, provide information about the opportunities available. The *Ohio State Lantern* publishes current information about campus activities. The *Ohio State Monthly Calendar* keeps you informed about events in Columbus as well as on campus. Bulletin boards carry announcements of events that are to take place in the near future. The local newspapers provide information on Columbus events.

It is well to remember that if you get into too many things you will do none of them well or perhaps neglect other phases of university living. It is also well to remember that many of these activities may be socially useful and personally satisfying. It is important that you select from such a wide range of activities those which will meet your needs. Find a group in which you can feel comfortable and with whom you can be happy. It is important in such a large campus community as Ohio State that you find some group in which you can feel that "you belong."

8. *Special opportunities in university living.*—So many special opportunities are available that only a few will be mentioned to give you some notion of their extent and variety. Renowned authors, scientists, educators, artists, business men, sociologists, and others appear on campus for lectures. Free motion pictures are shown each Tuesday in the University Hall auditorium at 12:00, 2:00 and 4:00 P. M. Musical groups frequently give recitals, many of which are free to students of the University. The best of art exhibits appear on campus and in Columbus. The best current plays show at the Hartman Theater. Excellent plays are presented by the campus dramatic groups. A wide selection of magazines is available in the Main and Education libraries. The rental library

in Arps Hall contains the best in fiction and biography. There are indeed so many opportunities that your problem will be to make discriminating choices among the many things which should be of interest and importance to you in rounding out your university life.

9. *Services provided to help you maintain a balanced program in university living.*—

a) *Student Health Service.* Southeast Wing of Baker Hall—Extension 346. Physicians, psychiatrists, and trained clinicians are available for diagnosis and treatment. This service, including a limited degree of hospitalization for observation, diagnosis, or treatment of emergency conditions, is provided for by the health fee paid by each student at the beginning of the quarter.

b) *Individual physical education program.* Men: 124 Physical Education Building—Extension 627; Women: 201 Pomerene Hall—Extension 285. You may obtain the services of a trained supervisor in planning an individual program of physical development according to your own needs. Call at the office of the Men's or Women's Division of Physical Education.

c) *Student Counseling Service.* Room 300 or 303 Arps Hall—Extension 225 or 441. Trained psychologists give a portion of their time to informal and confidential interviews with students desiring help with personal problems.

d) *Remedial Aids Clinic.* Central Hall, third floor, Arps Hall—Extension 441. Trained educational psychologists provide study aid and educational counseling for students who wish such help.

e) *Occupational Opportunities Service.* Room 2, Armory—Extension 8205. Vocational testing, counseling, and library services are maintained here. These services are free to all students of the University.

f) *Student Employment Office.* Room 112, Administration Building—Extension 8221. This office serves as a clearinghouse for part-time jobs both on and off campus.

g) *Student housing and living conditions.* (Men: Room 108, Administration Building—Extension 8201; Women: Room 215, Pomerene Hall—Extension 731.) Assistants in the offices of the Dean of Men and the Dean of Women will be glad to help you with your housing problems.

h) *Student loans and other financial aids.* Room 112, Administration Building—Extension 8221. If you are in need of financial aid or counseling consult the Student Financial Aids Office.

i) *Optical Clinic.* Room 203, Mendenhall Laboratory—Extension 8137. The School of Optometry maintains a clinic where

students may obtain fittings for glasses by optometrists in training. A fee of one dollar is charged for the test and prescription. Glasses can be obtained from the Optical Dispensary or from any commercial concern that grinds lenses, at their regular prices.

j) *Dental Clinic*. Room 314, Hamilton Hall—Extension 8228. The School of Dentistry maintains a clinic where dental services of all kinds are available. The examinations and dental work are provided at a minimum cost.

k) *Legal Aids Clinic*. Room 9, Page Hall—Extension 410. The Law School maintains a free legal-aid service for all students of the University.

l) *Field Service Office*. Room 103, Arps Hall—Extension 8236. This office co-ordinates all the field-experience activities of the College of Education. Here you may obtain information and advice in planning your field-experience program to meet the College requirements in this area. All students planning to take Education 505 (supervised work for credit in community agencies in Columbus) or Education 502 (work for credit in public schools during the month of September) must register in this office.

m) *Junior Dean's Office*. Room 106, Arps Hall—Extension 494. Junior Dean Love and his staff are available to discuss with you any educational, vocational, or personal problems. If you are unable to locate your adviser when you have a problem, feel free to consult someone in this office.

Talk over any problems with your adviser. He may be able to help you find a solution or direct you to further resources on the campus or in the community.

In this chapter an effort has been made to familiarize you with the campus resources for planning your university living in such a way that it will supplement your academic program in your total educational development and help you develop a well-rounded personality that will be an asset to you as a teacher.

#### ADDITIONAL REFERENCES

- BENNETT, M. E. *College and Life*. New York: McGraw-Hill Book Co., 1941. Chapter 21, "Development of Personality," pp. 328-50; Chapter 23, "Achieving Mental Health," pp. 372-83.
- HAMRICK, R. B. *How to Make Good in College*. New York: Association Press, 1941. Chapter 1, "For the Newcomer," pp. 13-34; Chapter 5, "Student Etiquette," pp. 85-112; Chapter 6, "Personal Appearance," pp. 113-32; Chapter 7, "The College Girl's Clothes," pp. 133-46 or Chapter 8, "The College Man's Clothes," pp. 147-58; Chapter 10, "Financial Aids," pp. 183-208.



TYLER, H. E. *Learning to Live*. New York: Farrar and Rinehart, 1940. Chapter 13, "Basic Principles in Living with Others," pp. 249-71; Chapter 14, "How to Build Happy Social Relationships," pp. 272-88; Chapter 15, "Social Relationships in College," pp. 289-308.

*About Buckeye Campus*. Available at the W.S.G.A. office, 308 Pomerene Hall.

*Student Activities Deskbook*. Available at Ohio Union.

*Working Your Way through College*. Vocational Division Bulletin 210, Occupational Information and Guidance Series, No. 4, United States Office of Education.

• • •

#### CAMPUS PERIODICALS

*Ohio State Lantern*.

*Ohio State Monthly Calendar*.

## CHAPTER III

### HOW CAN YOU STUDY MOST EFFECTIVELY?

The preceding chapter described the resources available on campus for helping the student develop a well-balanced program of university living. As you read that chapter you may have wondered if it advocated neglecting school work. Far from it! Both are essential! A very important factor in your success as a college student is your ability to study. The purpose of this chapter, therefore, is to help you examine and improve your present study habits and skills.<sup>1</sup>

1. *How can you make a preliminary self-analysis?*—As a preliminary check on the effectiveness of your study skills, ask yourself these questions:

1. Do I find time in each day to do all the things I want to do?
2. Do I waste time in getting started at my work because of lack of systematic planning?
3. Do I forget everything I know when the time comes to show the results of my study in examinations?
4. Are my grades what they should be in view of my ability?
5. Am I handicapped in my work by weakness in such basic skills as reading, oral and written expression, and simple mathematics?
6. Do I worry about my work?

Another very effective means of checking on your study skills is to take the various kinds of reading tests available at the Occupational Opportunities Service. In this way you can determine your level of proficiency in each of several kinds of reading skills. This agency also administers study-skill inventories which are extremely helpful in pointing out your strengths and weaknesses in study techniques.

Let us be more specific with this self-analysis before proceeding to further consideration of study techniques. It is a fact that students differ markedly in their ability to meet the requirements of college courses. So-called intelligence tests offer one means of getting an imperfect measure of this ability.

You took the Ohio State Psychological Examination either in high school or on the campus during Freshman Week. What is

<sup>1</sup> The materials developed by Dr. Francis P. Robinson of the Ohio State University Department of Psychology for use in connection with the course entitled "Psychology of Effective Study and Individual Adjustment" have been drawn on heavily for this chapter.

your percentile ranking on this test? Are you in the upper, the middle, or the lower third of the group? What does your standing mean in terms of the kind of work you may expect yourself to do? Some actual relationships between the scores on this test and success in meeting the grade requirements of the College of Education are indicated in Table I.

TABLE I  
PERCENTAGE RELATIONSHIP BETWEEN COLLEGE GRADES AND SCORES ON  
THE OHIO STATE PSYCHOLOGICAL EXAMINATION

O.C.A. PERCENTILE	DROP OUT	GRADE POINT AVERAGE			
		0.0-0.99	1.00-1.99	2.00-2.99	3.00-3.99
66-100	11	0	20	51	18
30- 65	19	7	37	32	5
1- 29	38	4	45	13	0

Many factors other than "intelligence" will influence the marks you will receive in the University; however, the practical significance of the results of such a test stand out clearly. It is evident that there is a relationship between grades and the scores on the test. But it is just as evident that some students with high scores do poor work, and some students with low scores do good work. Students with low scores have a fighting chance in competing with those who have the ability to learn more easily, but the work will be much harder for them. If your score happens to be low, perhaps you should ask yourself this series of questions:

1. Am I really interested in academic pursuits? Do I want to go into a field that emphasizes "book-learning" so much?
2. Am I willing to put forth the extra effort to "make the grade"? Is it worth that much to me to get a degree from college?
3. Was I at my best when I took the test? By taking more interest, could I make a better score on a re-test? A high score is not an accident, but occasionally a low score is. Individuals have been known to raise their ratings markedly on re-tests.
4. Am I deficient in such basic skills as reading, oral and written expression, simple mathematics, and study techniques? Am I willing to put forth the double effort to catch up and to keep up?

On the other hand, those students who find themselves in the upper half of the group should consider what quality of work they should be doing and whether or not they are efficient in the way they are doing it. They, too, need to question their real interests and their possible disabilities.

2. *Sources of remedial help.*—Reading and composition weaknesses probably constitute the greatest deficiency in the skills basic



to successful college experience. The elementary composition courses offered by the English Department (401 and 410) will do much to help the student who sets himself to get all he can from them. The papers which you will write as a part of these courses will serve as a learning experience for those who are interested in improving their ability to write clearly and effectively. Your adviser will help you on these projects.

If your study problems are particularly acute you can get extensive and thorough aid by registering for a three-hour course, Psychology 411, entitled "Psychology of Effective Study and Individual Adjustment." Classes are small, and each student receives intensive individual attention on his own particular problems. Studies have shown that both poor and good students who receive this training usually raise their grades a great deal.

3. *Maintaining and developing physical and mental health.*—You cannot do your best work if you are physically ill or mentally disturbed. The discussion in the preceding chapter of the facilities available for helping students maintain and develop maximum physical and mental health might well be referred to here. If you have a problem or might profit from professional assistance, all you need to do is to make an appointment for an interview with the suitable agency.

4. *Using time efficiently.*—One of the problems which efficient people have learned to solve satisfactorily is the economical use of time. How do you use your day? Do you budget it carefully so that you get every assignment in promptly and still have time for fun? Studies have shown that the average student spends an average of 1.7 hours in preparation for each hour spent in class. The range is from seven-tenths of an hour to four hours. How much time do you spend? In the light of your ability and the difficulty of the work, how much more or less than the average do you think you should spend?

The first and simplest question here is how you use your time through a typical day. Keep a careful record of the things you do for at least a week on the time chart (see Appendix 4). Examine your record. Did you start some days without planning and simply go from one thing to another? How much time did you waste? Unless you are a very unusual person, this record of what you did during a week will show you various ways in which you might have saved yourself time. Here are some hints on how to budget your time efficiently. Try them out on a weekly time budget for yourself.

1. Establish a specific time and place to study each subject.
2. Study just before or after class—most subjects can then be studied to best advantage.
3. Plan to study when you are fresh—plan to rest when tired.
4. Plan your play hours as carefully as your study hours.
5. Allow yourself time for daily routines—eight hours of sleep are essential for nearly all students; take an hour for each meal; allow time for caring for laundry, clothes, etc.
6. Employ the principle of incentives—promise yourself a reward when you finish your work on time.
7. Plan to give yourself adequate time for recreation on week ends.
8. Plan your day, every day—this keeps a schedule flexible and allows for necessary changes from time to time—but keep this daily planning in line with long-range planning.

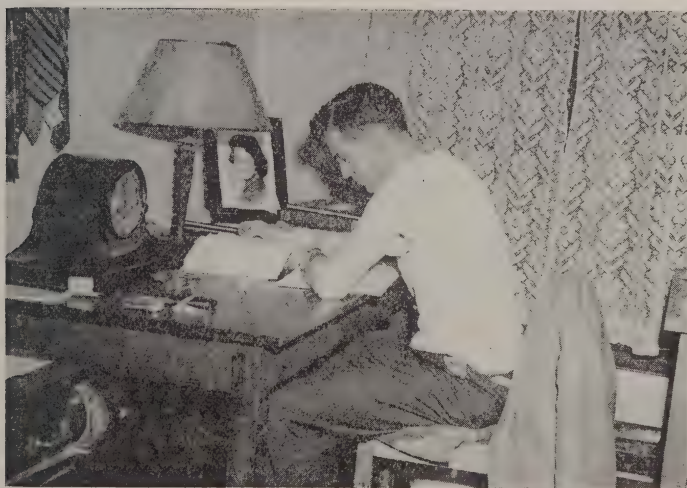
In Appendix IV you will find a detailed calendar for a ten-week period. This will enable you to plan and budget your time for the entire quarter. It is suggested that you note here your class assignments, appointments, and other activities.

5. *Working conditions for study.*—The effectiveness of good study habits may be greatly increased by seeing to it that the studying is done under proper conditions. Some of the conditions which promote the most efficient use of study time are:

- a) Lighting which eliminates unnecessary fatigue. There should be a minimum of 75 watts. Avoid great contrast in light—have the room lighted in addition to the lamp used on your desk so that your eyes will not have to make constant adjustments for light and dark. Use indirect light since direct light makes for glare and eye fatigue. If you use a lamp which gives direct light, tack a sheet of white paper to the wall and turn the lamp so that a diffused light will be reflected to your work place.
- b) Eliminate distracting elements. Have a clear space for work—have only the necessary materials for the job at hand. Face a blank wall. Pictures and colorful hangings in your line of vision make for distractions. Avoid pictures and gadgets on your desk. Turn off the radio.
- c) Study at regular times in certain places. Try to study a subject at the same time and in the same place. By doing so you will develop habits which will make it much easier for you to concentrate.
- d) Endeavor to have all the necessary equipment on hand before settling down to study. This prevents loss of time in getting started and provides less opportunity for distractions. You aren't as apt to get into a conversation with someone. Have a dictionary of your own if possible.
- e) Have a comfortable table and chair at which to work. Study in comfortable surroundings will show far better results than study carried on while in a slouched or cramped condition.
- f) If you live in a fraternity, sorority, co-operative house, or a rooming-house with several college students, try to get together and agree to respect certain hours as study hours. Do your part in enforcing these hours. Co-operate with your neighbors by not disturbing them during study hours.



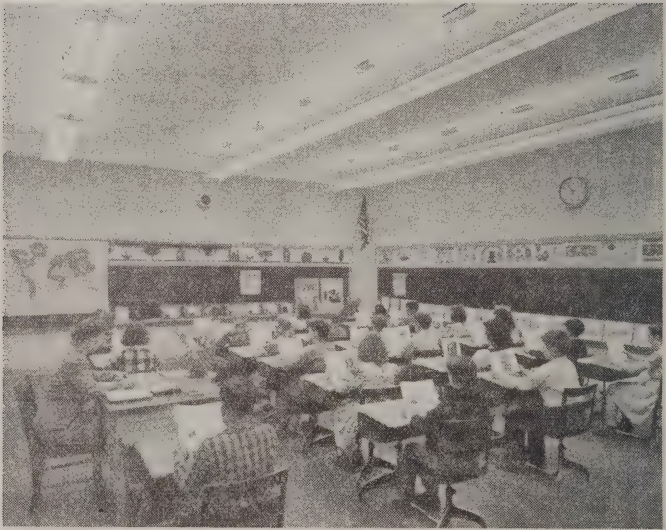
TOMORROW HE'LL WONDER WHY HIS SCHOOL WORK  
IS NOT DONE



THIS STUDY ROOM IS MORE CONDUCTIVE TO STUDY, BUT HE COULD  
IMPROVE IT BY MOVING THE CLOCK AND THE PICTURE  
TO ANOTHER PLACE IN THE ROOM



11 .



AS A TEACHER YOU WILL NEED TO HELP STUDENTS LEARN  
TO SPEND THEIR STUDY TIME EFFECTIVELY

6. *Improving reading skills.*—Almost every course involves some type of reading, but most students do not read as rapidly or as comprehendingly as they could if they spent a little time and effort on the improvement of their reading. Experimental studies indicate that tests of reading ability are as highly related to college success as are tests of intelligence. Extensive experimentation has also shown that practically anyone can greatly improve his rate of reading.

The following suggested method of reading will help you to increase your speed and comprehension.<sup>2</sup>

#### THE SURVEY Q4R METHOD

1. *Survey*

Glance over the headings in the chapter to see the few big points which will be developed. This survey should take only a few seconds and will show the several core ideas around which the discussion will be developed.

2. *Question*

Turn the first heading into a question. This will arouse your curiosity and thus aid comprehension. It will help to bring to mind information that you already know. In this way your understanding of that section will be increased. The question will make important points stand out.

3. *Read*

Read to answer the question. Make this an active search for the answer. You will find that your eyes tend to move more rapidly over the material, slighting the unimportant or explanatory detail while noting the important points.

4. *Recite*

Try to recite the answer to your question without looking at the book. Use your own words and name an example. If you can do this you know what is in the book; if you can't glance over the section again. If you jot down cue phrases in outline form as you do this, you will have an excellent basis for later review and study.

5. *Repeat*

Repeat steps 2, 3, and 4 on each succeeding section. Turn the next heading into a question, read to answer that question, and recite the answer by jotting down cue phrases in an outline. Read in this way until the lesson is completed.

6. *Review*

Look over your notes to get a bird's-eye view of the points and their relationship and check your memory as to the content by reciting on the major sub-points under each heading. This checking of your memory can be done by covering up the notes and trying to recall the main points; then expose each major point and try to recall the sub-points listed under it.

When these six steps have been practiced until they form a smooth and efficient method, you will find other worth-while out-

<sup>2</sup> The steps listed here were developed by Dr. Francis P. Robinson and are used by him in the psychology course previously mentioned.

comes resulting from this reading technique. Quiz questions will often be familiar because the headings turned into questions are usually the points emphasized in quizzes. In predicting actual examination questions and looking up the answers beforehand, the student is developing another efficient study skill.

7. *Note-taking and organizing information.*—Among the most important skills of the successful student are the organizing and recording of information. There are several methods of organizing notes, each of value in some situations, but not in others: (1) underlining, (2) detailed outlining, (3) “working notes,” and (4) précis or summary. Underlining is the easiest method if you are using your own textbook. It is effective as a means of helping you skim hastily over the most important points in review. Its limitation, however, is that it is easy to underline a sentence without really understanding its meaning. Putting the idea into your own words is a better way of making sure that you understand the material.

Detailed outlining has its place, but not as a means of note-taking for most courses. Topic outlines are useful as a means of clarifying material and seeing it in perspective. Such outlines should not be cluttered with details which obscure the main points, and they should be done in clear, neat, logical form so that they can be hurriedly scanned. If you have had little practice in making this sort of outline, consult your English instructor or your adviser, as well as a good textbook.

What you need for most school work is a “working outline.” In both lectures and readings, the author develops certain main points by enlarging them; that is, he uses anecdotes or explanatory details to be sure that you understand the main theme. Since he wants you to get the main idea—and you will find that quiz questions are after the same thing—then the main ideas are what you need in your notes. The best way to take these notes is to use the Survey Q4R method of reading and its accompanying outline-style notes. The same technique may be used for lectures by listening to a portion of the talk and then jotting down the main points in your own words. This system takes a minimum of time and does not interrupt your reading or listening.

Another type of note-taking that is of value with certain types of work, such as book reports and other collateral readings, is the précis or summary. This consists of a short paragraph which states what the general theme of the book is. These abstracts provide a quick means of reviewing a great deal of material.



No one of these methods will serve all students in all cases. Experiment until you find the system which works best for you. Do not let yourself be confused by trying to copy the method used by someone else. The notes which are most useful to you are the kind for you to take. Work out, if possible, a personal code of symbols and abbreviations which will be intelligible to you for review and will still save time in writing. In other words, develop a system of note-taking which you can use and stick to it!

8. *Using the library.*—Books are the working resources for most college assignments, and yet many students never do become really familiar with all the facilities which the many libraries of the University place at their disposal. As students in the College of Education you will find the Education Library (see Fig. 1) on the second floor of Arps Hall most helpful. The Main Library (see Figs. 2–3) will be an important source of materials to supplement those found in Arps Hall. Do not hesitate to ask questions; the librarians will be glad to help you. The following general information may assist you in securing the materials you need. The accompanying sketches (see Figs. 1–3) of the Education and Main Librarians will also help to familiarize you with the location of various kinds of materials in each of these libraries.

a) *Classification of books.*—The Ohio State University libraries use the Library of Congress classification of books. Books are arranged on the shelves under (1) the classification number and (2) the author number.

For example:

Q141 DeKruif, Paul Henry  
D32 Hunger Fighters

The Q141 is the classification number for books containing the biographies of two or more scientists; the D stands for the first letter of the author's last name. The 32 is the sequence number used to shelve books alphabetically. The whole number Q141–D32 is the *call number* which you write on the "call slip" when you ask for a book at the loan desk in any of the campus libraries.

b) *The dictionary catalog.*—In order that you may learn to find books in the various libraries on campus, you should go to the Dictionary Card Catalog, which is on the second floor of the Main Library. This catalog is a series of cards arranged alphabetically in drawers and is called the Union Catalog because it contains the cards for every book in all the libraries on campus. Each card is stamped to show in what library, or libraries, the book may be found. Each departmental library, such as the Education Library,

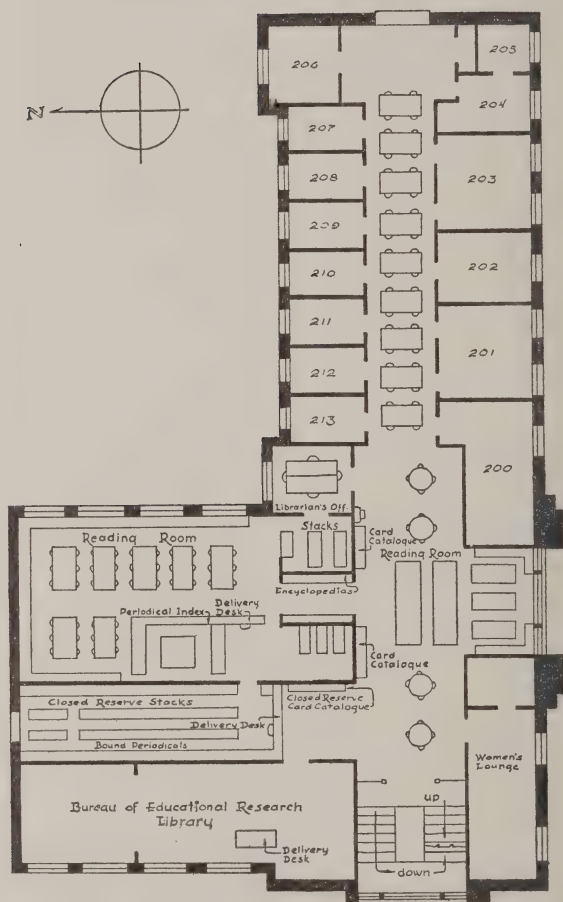


FIG. 1.—Library, College of Education  
on second floor Arps Hall.

contains the cards for the books in that library only. The cards for the Education Library are in the main hall of the second floor of Arps Hall.

The dictionary card catalogs are arranged, as the name suggests, in dictionary order. Every book, except fiction, has at least three cards: the author card, the title card, and one or more subject cards. These cards are filed in the catalog in alphabetical order according to the words on the top line except that the words *the*, *a*, or *an* are disregarded when they come at the beginning of the title. Examples of the three cards are shown in Fig. 4.

c) *The periodical indexes*.—Magazines contain a great deal of the up-to-the-minute material you will want when writing term papers. This material will be found indexed in the various periodical indexes. Some of the indexes which will be of most help to you are:

<i>Agricultural Index</i>	<i>Industrial Arts Index</i>
<i>Art Index</i>	<i>International Index</i>
<i>Bibliographic Index</i>	<i>Nutrition Abstracts and Reviews</i>
<i>Biological Abstracts</i>	<i>Occupational Index</i>
<i>Chemical Abstracts</i>	<i>Ohio File</i>
<i>Child Development Abstracts</i>	<i>Psychological Abstracts</i>
<i>Current Biography</i>	<i>Psychological Index</i>
<i>Dramatic Index</i>	<i>Public Affairs Information Service</i>
<i>Education Index</i>	<i>Reader's Guide to Periodical Literature</i>
<i>Engineering Index</i>	
<i>Index Medicus</i>	<i>Review of Education Research</i>

Like the card catalog, these indexes are alphabetized by author and subject. Each entry contains the title of the article, author's name, name of periodical containing the article (abbreviated), volume number, the pages, and date. Here is an example of an entry under "Food":

Foods in hot weather. M. C. Brown. il.  
*Hygeia* 13: 701-3, Ag. '35

This means that there is an article entitled "Foods in Hot Weather," written by M. C. Brown, illustrated, which appeared in the magazine, *Hygeia*, Volume 13, pages 701-703, and was published in the August, 1935, number. The volume number comes *before* the colon; the page number comes *after* the colon.

A list of abbreviations for names of magazines, and the full names, will be found at the beginning of each issue of the index.

d) *What are some general reference tools?*—There are numerous reference tools located in the Reference Hall. The Library has many encyclopedias, such as the *Encyclopaedia Britannica*, the *New*



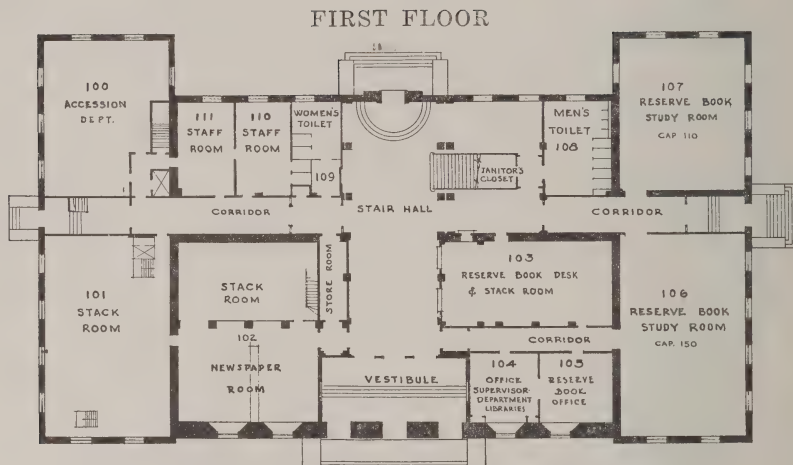


FIG. 2.—The Main Library (first floor).

Room 102—*Newspaper Room*. Contains War Information Collection.

Room 103—*Reserve Book Delivery Station*.

Consult catalog and inquire here first, for titles assigned for class reading.

Rooms 106, 107—Reading rooms for use of books for assigned reading.

Public telephone, fountain pen filling station, pencil sharpener in corridor near stairway.

**BOOKS FOR USE IN LIBRARY ONLY**—For books to be used *within* the Library, present yellow slip at Delivery Desk. It is understood that books charged on this call slip are for use within the building and must be returned to the Delivery Desk before the reader leaves the Library.

**REFERENCE BOOKS**—Books on the open shelves in the various reading rooms are not available for home use except on special permission. They may be freely used within the rooms.

**RESERVE BOOKS**—Books reserved for assigned reading are not available for home use except for over-night loan. They are charged for limited periods during the day. If needed for a longer time than the stated period, they must be recharged at the Reserve Desk. Fines are assessed on books not returned at the hour designated. Present your Fee Card with your call slip. It is your identification.

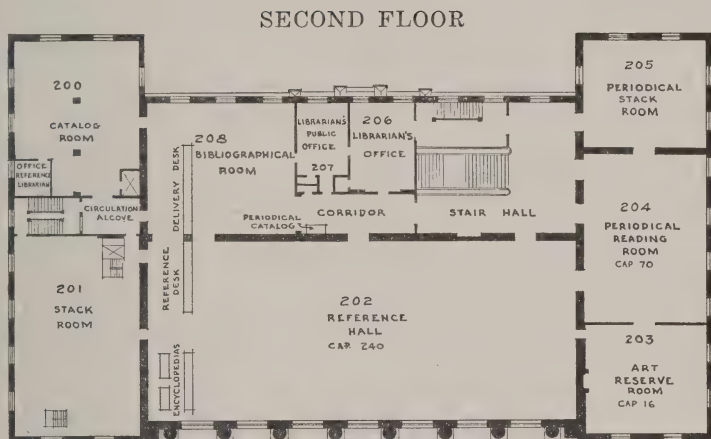


FIG. 3.—The main Library (second floor).

Rooms 204, 205—*Periodical Rooms*. A selection of current numbers of periodicals received by the University Library is shelved in these rooms. Many other journals are on file in the departmental libraries.

Room 203—*Art Reserve Room*. A collection of books on Fine Arts is to be found in this room, together with the Phi Eta Sigma rental library and the Phi Beta Kappa leisure reading collection.

Room 202—*Reference Hall*. This is the main reading room of the University Library. The Reference Desk and a collection of reference books such as encyclopaedias, dictionaries, magazine indexes, etc., are found in this room. The capacity of the room is about 270 readers.

Room 208—*Bibliography Room*. This room contains (1) the dictionary card catalog of all books in the Main Library and in all departmental libraries, (2) the Delivery Desk where call slips are presented to obtain books from the stack, (3) the Loan Desk where books are charged for home use and the Return Desk where books are returned after home use, (4) the New Book Shelf where a selection of the latest accessions to the Library is displayed for one week before they are available for circulation. A collection of foreign language dictionaries for use in the Library is kept at the Delivery Desk. In the corridor leading to the Bibliography Room are atlas cases and the Periodical Catalog.

**BOOKS DRAWN FOR HOME USE**—Certain books may be drawn for use outside the Library for general reading. Present yellow call slip at the Delivery Desk and sign a white book card at the Loan Desk upon the delivery of the book. Keep your Fee Card with you. Books are charged only on presentation of this card.

LB 2321 Tyler, Harry Edward, 1898- *ed.*  
 T97 Learning to live; a guidebook for beginning college students,  
 by Lois H. Flint, Walter J. Homan, Vernon C. Mickelson ...  
 [and others,] Edited by Harry E. Tyler. New York, Farrar  
 & Rinehart, inc. [c1940]  
 xxvi, 473 p. front., plates. 22<sup>cm</sup>.  
 "Annotated list of references for further reading": p. [443]-462.

1. Students. 2. Conduct of life. I. Flint, Lois Henrietta, 1908-  
 II. Homan, Walter J. III. Title. 40-14069

Library of Congress LB3605.T87  
 ———— Copy 2.  
 Copyright [10] 371.8

### Learning to live.

LB 2321 Tyler, Harry Edward, 1898- *ed.*  
 T97 Learning to live; a guidebook for beginning college students,  
 by Lois H. Flint, Walter J. Homan, Vernon C. Mickelson ...  
 [and others,] Edited by Harry E. Tyler. New York, Farrar  
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 ———— Copy 2.  
 Copyright [10] 371.8

### Students

LB 2321 Tyler, Harry Edward, 1898- *ed.*  
 T97 Learning to live; a guidebook for beginning college students,  
 by Lois H. Flint, Walter J. Homan, Vernon C. Mickelson ...  
 [and others,] Edited by Harry E. Tyler. New York, Farrar  
 & Rinehart, inc. [c1940]  
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 II. Homan, Walter J. III. Title. 40-14069

Library of Congress LB3605.T87  
 ———— Copy 2.  
 Copyright [10] 371.8

FIG. 4.—Dictionary card catalog sample cards.



*International Encyclopaedia*, the *Americana*, and the *Encyclopaedia of Social Sciences*, for use in the Library.

There are numerous tools such as *Who's Who*, *World Almanac*, the *Statesman's Year-book*, and *Living Authors*, etc., available at the Reference Desk.

The Librarian and Library Staff are at your service and are always happy to assist with reference problems and to suggest useful reference tools.

e) *How do you borrow a book from the library?*—When you have found the card for the book you desire or a periodical index entry for an article you want to read, take one of the yellow “call slips” (white for closed-reserve books) which you will find on the catalog cases and fill it out as shown in Figure 5 or Figure 6. Be sure you copy correctly (1) the call number, (2) the author's name, (3) the title of the book or magazine, and (4) the volume of the magazine. Sign your name and address and then give it to the attendant at the desk who will get the book for you.

Form 2222

## CALL SLIP

## The Ohio State University Library

This book must be returned to the **Delivery Desk** before you leave the **Library**. If you wish to take it from the building, apply at the **Loan Desk**.

CALL NUMBER

LB 2321

T97

Author Tyler, H. E.  
 Title Learning to Live  
 Volume \_\_\_\_\_  
 Signature Mary Smith  
 Address 14 E. 19th Ave.

FIG. 5.—A library “call slip.”

Form 2510	
<b>CALL SLIP FOR CLOSED RESERVE BOOK</b>	
COPY	Author <i>Tyler, H. E.</i>
	Title <i>Learning to Live</i>
<i>LB 2321</i> <i>T97</i>	Name <i>John Bell</i>
	Address <i>15 W. 19th Ave.</i>

FIG. 6.—A “call slip” for a closed reserve book.

9. *How do you prepare for examinations?*—Since examinations play an important part in many college courses, some attention may well be given to special techniques in preparing for and taking these tests. The following suggestions for preparation have been found helpful:

- a) Follow a schedule in studying; distribute your study periods over regular intervals of time. Do not try to cram at the last minute. Many students find it helpful to study in advance and use the evening before an examination for relaxation or recreation.
- b) Be sure you understand the material. Consult the instructor or books about any points which are not clear.
- c) Study the instructor and his quizzes to see what type of material he considers most important and what kind of examination question he is apt to ask.
- d) Ask yourself questions which you believe will be asked on the examination. Write down an organized outline of answers to these questions. This will save you time in organizing the material later and also cause you to concentrate on worth-while points in your review.
- e) Review selectively. Concentrate on those things which you have trouble in recalling or understanding. Study the questions which bother you and go back over them.
- f) Get a good night's sleep before an examination. This is more important than any “last minute” facts you learn.

10. *Taking examinations.*—The test of adequate examination preparation comes at the time of writing the examination. Many people who do a careful job of preparation lose much of their gain by not knowing how to proceed when faced by the quiz paper at examination time. Here are some suggestions which may be of help in taking examinations:

- a) Cultivate a favorable attitude. Establish your confidence by adequate preparation and then refuse to let yourself become "nervous" by worry.
- b) Read all questions before starting to write. Budget the examination period so that you will have adequate time to answer all questions. As you think of points jot them down into a rough outline.
- c) Work calmly and systematically during the examination. Be sure you understand the meaning of the question and that you are answering exactly the question asked.
- d) Make your answers as clear as possible. An outline or a paragraph based on a well-defined plan is best. Do not pad and do not repeat.
- e) Legible handwriting and accuracy in spelling and sentence structure are definite assets in writing essay examinations.
- f) If you finish the exam before the time is up, check to see that you have answered all the questions. Reread all the questions to be sure you understand what was asked. Be satisfied that you have done your best.

All these suggestions may make you feel that the problem of learning to study effectively is almost too much for one Freshman to handle. If you will go back over the chapter, however, you will find that the suggestions have been organized so that they are easy to locate and review. You may find it necessary to refer to various sections of this chapter from time to time. Effective study skills are not attained in one—or even twelve—easy lessons. Don't hesitate to refer to the same material many times. Remember the techniques discussed here are tools which may make your stay in college a happier and more fruitful one.

#### ADDITIONAL REFERENCES

- HAMRICK, R. B. *How to Make Good in College*. New York: Associated Press, 1941. Chapter 2, "How to Study," pp. 35-58; Chapter 3, "Budgeting Time," pp. 59-66; Chapter 4, "Using the Library," pp. 67-84.
- ROBINSON, F. P. *Effective Study*. New York: Harper and Brothers, 1946. (See chapter headings for specific help in problem areas.)
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## CHAPTER IV

### HOW SHOULD YOU PREPARE WRITTEN ASSIGNMENTS?

The ability to write clearly, correctly, and effectively is one of the competencies for effective teaching. You are expected to demonstrate this ability, not only in your courses in English composition, but also in the papers you prepare for your various courses in the College of Education.

Written assignments are an important part of the Survey course. The writing of these papers will require thought and study. Your adviser will expect each paper to be well written. If you have problems in writing with which you need help, your adviser will give you assistance or refer you to other persons competent to aid you.

Since the purpose of this chapter is to help you improve your writing skills, it will consist of two sections: (1) directions for preparing papers, and (2) written assignments for Education Survey 407.

A brief set of directions for preparing papers follows. These directions parallel those presented in *The College of Education Style Manual*. You should become thoroughly familiar with the procedures which are suggested. If you follow them you will find that your papers for the Survey course and for other courses will be better written at the expense of less effort than you might otherwise have to make.

*How should you select the problem on which to write?*—Sometimes the instructor assigns a specific topic on which to write. Frequently, however, you will be given some choice. In the latter case, select a problem by asking yourself these questions about each topic you may be considering:

1. Does it really interest me?
2. Does it challenge me to make investigations through readings, trips, conferences, and similar means?
3. Will its preparation contribute to the development of broader and deeper understandings of myself or of other people?
4. Will it meet the requirements of the assignment?
5. Is it within the range of my ability?
6. Are the limits such that I can handle it within the time I have available?

*How should you gather and organize your material?*—After you have chosen your topic it is desirable to determine what things you need to do before you begin writing. The following points are suggestive:

1. If you expect to take a trip, list the things you expect to look for and questions you may want to ask. You can observe more intelligently and ask more pertinent questions if you have built up some background on the topic through past experiences, readings, and conferences.
2. If you are going to confer with one or more people, make a list of the things you want to know ahead of time. It is usually a good idea to make an appointment for the conference.
3. If you find that you need to do more reading about the problem, a number of facilities are available for locating material. These include the card catalogs in the Main Library, the Education Library, and the Bureau of Educational Research Library; *Reader's Guide to Periodical Literature*; *Education Index*; and the *Cumulative Book Index*. A satisfactory method of taking notes is to put the pertinent material from each book or magazine article on a 3 x 5 or a 4 x 6 card. These cards are easily organized when you are drawing up an outline, preparing the first draft of a paper, and arranging the bibliography at the end of the paper.

*How should you proceed with the writing of the paper?*—Here are a few simple suggestions on procedure and the form in which the final copy should be presented. In preparing papers for this course, you should consider carefully the following suggestions:

1. Prepare a detailed analytical outline for any long or complicated paper. Even a one-page paper should follow an outline, though the outline may not be put on paper.
2. Write a first draft of the paper with the outline as a guide.
3. Read the first draft very carefully and critically. Ask yourself whether you have said exactly what you wanted to say as clearly and as effectively as possible. Use a dictionary to check the spelling and meaning of any words of which you are unsure. Attempt to improve any sentences which seem awkward, confused, or lacking in directness. Reading aloud may help you to discover awkward phraseology. Sometimes roommates or friends are willing to read your papers and make suggestions which will help you to clarify your meaning.
4. When you feel that the paper represents your *best* effort, prepare the final draft to submit to your instructor.
5. If and when the paper is returned to you, check it carefully to be sure you understand all the comments and criticisms made by the instructor. If you cannot make the suggested corrections, ask the instructor for help.

*What should be the final form of the paper?*—It is important that you present your ideas in as attractive a form as possible. Different instructors may suggest minor changes, but the form suggested here is that which is presented in the *College of Edu-*



*cation Style Manual*, and is more or less standard throughout the College of Education. Papers for this course should conform to these rules.

1. Type the paper if possible or write it in ink on white paper, size 8½ x 11 inches.
2. If the paper is typed, use double space. If it is written in longhand, write legibly and arrange your work neatly. Write on only one side of the paper.
3. Use a paper clip or a stapler to clip the pages of your manuscript together. Do not fold the manuscript. For long papers, assignment folders improve the appearance.
4. Use a separate title page for long manuscripts. In shorter papers, place your name, the number of the course, and the date when the paper is due in the upper right hand corner of the first page, about an inch below the top of the paper:

Joan Dunlap  
Education Survey 407  
October 20, 1948

5. For the title use either of the forms below:

#### WHY I CAME TO COLLEGE

##### *The Basis of My Beliefs and Their Importance in My Life*

6. Leave a one and one-half inch margin on the left side and a one-inch margin on the right and at the bottom.
7. Number the pages consecutively.
8. Give special attention to spelling, grammar, punctuation, sentence structure, and paragraphing. *Proofread your paper before handing it in.*

*How should you document your paper?*—For every important statement of fact and for every portion of the paper which has been taken from some authority rather than from your own thinking or experience, you should make a footnote reference. This procedure is known as documentation. The statements and illustrations below show how to make such citations.

1. Use footnotes to indicate the source of all excerpts from printed materials which are quoted literally.
2. Single space a direct quotation which is five lines or more in length and set it in about one-half inch from the usual right and left margins. Do not use quotation marks.
3. Enclose in quotation marks an excerpt of less than five lines in length. Do not make a separate paragraph of such a passage. See illustration following point 4.
4. Place the reference number giving credit for a quotation at the end of the quoted passage, after the quotation marks. For example: Pressey and Robinson have stated: "Growth in intellect, personality, and character can be adequately understood only in relation to physical growth."<sup>1</sup>

<sup>1</sup> S. L. Pressey and F. P. Robinson, *Psychology and the New Education*, p. 11.

5. Separate the body of the manuscript from a footnote at the bottom of the page by a line two or three inches in length drawn from the left-hand margin. Leave one space between the body of the manuscript and the line drawn from the margin. See the footnote for the example in point 4.
6. Number the footnotes consecutively throughout a paper.
7. Single space all footnotes. If more than one footnote appears on a page, leave double spaces between footnotes.
8. Arrange footnote items for various references according to the forms given below. These forms are the accepted forms used in *The College of Education Style Manual*.
  - a) *Form for books and pamphlets*.—Write the author's name in its natural order; that is, place his given name before his last name, just as it appears on the title page of the reference. Underline the title. Use the abbreviation "p." to indicate page and "pp." to indicate pages cited. Inasmuch as the facts of publication are set forth in the bibliography at the end, it is not necessary to include these facts in the footnote. If no author is listed, as is the case in the third footnote below, place the title first:
    - <sup>1</sup> EDGAR W. KNIGHT, *Education in the United States*, pp. 232–35.
    - <sup>2</sup> WILLIAM H. KILPATRICK AND OTHERS, *The Teacher and Society*, p. 151.
    - <sup>3</sup> *The Junior College*, U. S. Bureau of Education, Bulletin 1919, No. 35, p. 29.
  - b) *Form for magazine and newspaper articles*.—Give the author's name in its natural order, just as it appears in the reference. Set the title of a magazine or newspaper article in quotation marks. Underline the name of the publication. Use Roman numerals to indicate the volume number.
    - <sup>1</sup> WILLIAM MARTIN PROCTOR, "Vocations and Avocations," *Nation's Schools*, XV (January, 1935), pp. 203–4.
  - c) *Form for unpublished material*.
    - <sup>1</sup> ESTHER WILLIAMSON, "Basic Approaches to Written Composition," p. 79. Unpublished Master's thesis, Ohio State University, 1941.
    - <sup>2</sup> BOYD H. BODE, Lectures, *Education 610*, Ohio State University, Summer, 1941.
9. Avoid unnecessary repetitions in footnotes.
  - a) Use Ibid. (for Ibidem, meaning in the same place) where references to the same work follow each other closely, without an intervening citation to another work:
    - <sup>1</sup> JOHN DEWEY, *Democracy and Education*, p. 127.
    - <sup>2</sup> Ibid., pp. 179–81.
  - b) Use op. cit. (for opere citato, meaning in the work cited) where reference is made to another page in a source cited earlier but not immediately preceding:
    - <sup>1</sup> MORGAN, op. cit., p. 774.
  - c) Use loc. cit. (for loco citato, meaning in the place cited) where reference is made to the identical page in a source cited earlier but not immediately preceding:
    - <sup>1</sup> CUBBERLY, loc. cit.

*How should you prepare a bibliography?*—A bibliography consists of references (books, magazines, pamphlets, and persons) which you have used in the collection of information for a paper. When you start to collect the information you need, you should begin to make a working bibliography. A good way to do this is to use 3 x 5 cards or 4 x 6 cards. Use one card for each book, article, or person you consult. Keep these cards filed together, and when you are ready to make your outline you can arrange them in the order in which you can best use them.

The information listed below is necessary for the final bibliography. Each item should be placed on the working bibliographical card at the time the material is read. In this way you save time by avoiding the necessity for rechecking the material in order to get all the bibliographical data you need for the final draft of the paper and bibliography.

*a) Notes for books and pamphlets*

1. Author's name as given on title page, last name first.
2. Complete title of book as given on title page, underscored.
3. Edition number in case the book has been published in more than one edition.
4. Volume number if the work is in two or more volumes.
5. Place of publication.
6. Name of publisher.
7. Date of publication of edition used, from copyright page.
8. Chapter number, if only a specific portion of the book was used.
9. Title of chapter or article in quotes.
10. Pages included (if the whole chapter is not used, omit chapter number and title and indicate the pages included).
11. Annotation (an annotation is a brief description of the nature of the information given in the book or article).

*b) Notes for periodical articles*

1. Author's name as given under title of article or at end of article, last name first.
2. Title of article in full, in quotes.
3. Name of periodical, initial articles omitted, underscored.
4. Volume number in Roman numerals.
5. Month and year of publication in parentheses.
6. If a weekly publication, month, day, and year in parentheses.
7. Pages included in the reference.
8. Annotation.

When using your cards to prepare the bibliography for your paper, the following general rules are suggested.

1. Alphabetize the items in a bibliography according to the last name of the author. When no author is given, alphabetize according to the first word of the title. Do not consider *a*, *an*, or *the* as an initial word.

2. Note that the last name of the author is placed first in the bibliography (the reverse of the form for the footnote).
3. When you cite more than one work by the same author, use a dash in place of the author's name after its first occurrence:

COE, G. A. Law and Freedom in the School. New York: The Macmillan Co., 1927.

———. The Motives of Man. Chicago: University of Chicago Press, 1925.

The following sample bibliographies will illustrate the arrangement of data in proper form. Many people prefer to use the annotated bibliography to clarify the usage they made of the materials.

### BIBLIOGRAPHY

1. ALBERTY, H. B., and B. H. BODE, editors. Educational Freedom and Democracy. Second Yearbook of the John Dewey Society. New York: D. Appleton-Century Co., 1938.
2. GRIFFIN, ALAN. Freedom, American Style. New York: Henry Holt and Co., 1940.
3. How Children Develop. Faculty of the University School, Ohio State University, University School Series No. 3. Columbus: Ohio State University Press, 1946.
4. KLOHR, PAUL ROBERT. "A Study of the Role of the Resource Unit in the Curriculum Reorganization of Selected Secondary Schools." Unpublished Doctor's dissertation, Ohio State University, 1948.
5. POTTHOFF, F. F. "Develop Responsible Citizens," Phi Delta Kappan, XXVIII (December, 1946), pp. 159-62.
6. "Strange Company," Columbus Dispatch, June 25, 1948, p. B2.

### ANNOTATED BIBLIOGRAPHY

1. NICHOLAS, L. N., and MARY A. EWAN, "Teaching Opportunities in 1947," Educational Research Bulletin, XXVII (February 18, 1948), 29-36).

This article gives a thorough analysis of the placements made in various subject-matter fields during 1947. It reveals the areas of over-supply and the areas of shortage and should be of value to undergraduates who are now deciding upon majors and minors.

2. THAYER, V. T., CAROLINE ZACHERY and RUTH KOTINSKY. Reorganizing Secondary Education. New York: D. Appleton-Century Co., 1939.

This book stresses the reorganization on a basis of experiences which will guide toward a solution of the problems of adolescents. It contains a good section on the relation of the guidance specialist and the teacher.

If you follow these suggestions for writing papers, you should be able to write satisfactory papers for all your courses. If you need suggestions on grammatical form, you may wish to refer to *The College of Education Style Manual* which may be purchased in the Office of the Junior Dean, 106 Arps Hall. If your problems in written expression are more serious, you should talk with your adviser about planning a program of remedial work.



## WHAT WRITTEN ASSIGNMENTS WILL BE REQUIRED OF YOU IN SURVEY 407?

The next section of this chapter will describe three written assignments which you will complete during the first two weeks of this course. These papers will give you an excellent opportunity to try out many of the procedures which have been suggested and to improve your writing skills and techniques. Your adviser will announce due dates for each assignment and, no doubt, make further suggestions and modifications of the assignments. Consult him if you need help in carrying out these projects or if you have any questions about the work.

1. *"Autobiography" assignment.*—We want to become better acquainted with you, and we should like you to become better acquainted with yourself. We should like to have a better basis for counseling and guidance. We should like to have you get started on planning your University career. All these purposes can be served in part through the writing of an autobiography.

Each student will, of course, write an autobiography in a style best suited to himself. Some guides to direct your writing may, however, prove very useful. Whatever you do, don't follow this guide in an a-b-c fashion. Let your paper be an expression of your own ideas.

The following items should be included in your written autobiography:

- a) Personal chronology—your personal history in chronological order: where you were born, size of the family, schools attended, etc.
- b) History of your personal interests—religious, political, social, vocational, economic, etc.; include changes in the various stages of your growth. Try to explain some of your interests. What is the background of them?
- c) What are some of your major worries and problems?
- d) What are your immediate and long-time goals—vocational and life? What vocations are you now considering? What are some of your long-time (life) goals? What are some of your more serious shortcomings and your strengths as you look at your goals?
- e) What are some of the things you plan to do this quarter in achieving some of your purposes and in overcoming some of your weaknesses?

2. *"Why I Came to College" assignment.*—You are to write a paper on why you came to college. To help you analyze your own motives in coming to Ohio State University, we have set down in a number of paragraphs various reasons for attending college. Some of them have been stated by former students. Some have been stated by critics of American education. Reading these various statements and discussing them with your fellow students may help you to clarify your reasons as to why you are here.

After you have given the matter some thought, write out a comprehensive statement describing your reasons for coming to college. Be sure to indicate which reasons seemed most important to you. Do not limit yourself to those given below. You may have other reasons. In your discussions in class and with your fellow students and with your professors, still other justifications for your decision may have been brought to light.

*2a. Among other reasons, I came to have a good time.*—My youth is probably the happiest period of my whole lifetime and I want it to be characterized by good times. In college I think I can enjoy myself. Here I have a chance to meet people and make friends. Here I can go to football games, dances, parties, and I can participate in many other forms of social activities which tend to make life happier. Here there are so many informal occasions that contribute to happiness: strolls through the campus, a coke with the gang at the college hangout, bull sessions far into the night, friendly get-togethers, visits at various houses and homes, campus jobs of various kinds, extra-curricular activities, and many others. With all these, I hope to build up many pleasant memories to draw upon in future years when the responsibilities of life get weighty. Right now, however, I am here for a good time.

*2b. I want to be a leader and control people.*—When I was in high school I got some idea of the way some people use other people for their own purposes. It seemed to me that if I went to college I could become more independent in the sense that I could begin to have a control over other people, instead of being controlled by them. If I am interested in business, it seems to me I can learn how to get people to buy what I want to sell them. If I am interested in industry, I think I should learn in college how to control the people who work in industry and who will be working for me. I want college to show me how to increase my income. I want to know how to get control of property. I want to know how to sway people and to use them to help me achieve my own goals. One of the big reasons why I am in college is to get control of myself in such a way that I can learn how to control other people.

*2c. I want a good general education.*—In general, my education up to this point has been a collection of odds and ends. I am here in college in order to get a sound, informed outlook on life. I am not here to become some kind of specialist—only. I would like to know something about the world in which we live and how it all fits together. I would like to know more about what it means to be an American; to be a part of the many elements which have gone into the making of our way of life. I want to be prepared in an all-around way so that I might become a decent citizen of this land. I want to be able to help in solving some of the big problems which face our society now. Before I get through I want to know more about science, about literature, about art, about business; and I want to know the relationship of all of those to “the good life.” In other words, I want a good general education.

*2d. I am here because college is the traditional place for a person like me to go.* If I had stayed at home I would have gone to work or I would have stalled around. For people like me, with my family connections, college is the customary and expected thing. Sometimes I think it might have been wiser for me to go to work; sometimes I think I am not going to contribute much to the college. I am here because of a general policy of drift. It is the con-

ventional, traditional expected thing for a person in my position to do. I might add that the friends of my family would be very much disappointed if I had decided against college. Most of my friends are in school some place and I just thought I should be too.

*2e. I came to improve my social position in American life (at least to maintain it).*—Every now and then someone tries to tell me that there are no real social classes in American life; that this is a democracy and that everybody gets treated alike. I don't go along with this doctrine all the way. I believe there are upper and lower and middle classes. And I believe those classes of people have interests that are opposed to each other. I am here to better my social position, and I know that lots of others are here for the same reason. In America it is true that the classes are not fixed, and that with hard work and ability some people can shift from a lower class to a higher one. I have an idea that I can be one of those few people. I think my college education ought to enable me to live a better life than my parents; that my friends will be college-trained people; that my business associates will be among the better educated classes. In other words, I have the idea that college will enable me to better my social position, and I hope some day that my children will be able to better their circumstances in much the same way.

*2f. I came in the hope of making a happy marriage.*—If I had stayed at home my opportunities for marriage would have been very much restricted. The young people who would have me were, in general, not great prizes. I had an idea that by coming to college I would meet more people of the opposite sex; I would have a better choice; I would have a happier married life because of a better selection. Also in the back of my head was the idea that even though I did not get married before graduation my college education would make it possible for me to have a happier marriage.

*2g. I am here to learn all I can learn.*—Nobody has to tell me how uninformed I am in many respects. Nobody has to tell me there are lots of things I still don't know. I didn't come here in order to be a walking encyclopaedia, but I do know that I need a lot more education than I have right now. It seemed to me that if I came, and if I stayed in this intellectual atmosphere for some time, I might hit upon a number of things that would interest me. In college the doors are wide open so far as knowledge is concerned—and it is here for whoever seeks it. There is the chance to become a specialist. There is the chance to study for long periods of time with experts on things that interest me. I will become interested in something that will make me want to study and to become informed, as a specialist is informed, about these topics that concern me.

Obviously there are many reasons in addition to those already listed. Some people come in order to play varsity athletics. Some people come to be near the state capitol. Some come for the chance to get a job on a newspaper, in theaters, in offices downtown. Some come at the insistent pressures of their parents or relatives. Add your own list and put down any others that you hear about. When you have reflected on the whole thing and have thought about the matter quite carefully, write out a statement that represents your reasons for being here.



3. "*Beliefs Paper*" assignment.—In this paper we would like to have you state as clearly as you can some of your important beliefs. You might title it "What I Really Believe." We should also like to have you try to analyze *why* you hold the beliefs that you do.

All of us have pretty strong beliefs about *some* things. Some people, for instance, have such strong beliefs about war that they are willing to go to jail rather than fight. At the opposite pole are people who are so anxious to fight for their country that they enlist immediately. Many people in the past have believed so strongly in a particular form of religion that they have been willing to suffer and die for their faith. Most of us don't hold our beliefs so intensely as these people, but all of us have some beliefs that we cherish.

There are many areas where people consider their beliefs to be important: love, marriage, relationships between the sexes; labor relations, strikes, business, monopolies; war, compulsory military training; religion; race relationships, class relationships, etc. Many of us have beliefs about how to get along with other people, how to come up in the world, how to be happy, and so on. Writing this paper should give you a chance to think some of these things through.

While you are stating your beliefs, try to analyze *why* it is that you believe some of the things you do. Sometimes it is possible to think of the exact experience that brought about a particular belief, or changed a belief. Usually we can attribute our beliefs in a general way to such things as family influence; "I'm a Methodist because my father and his father before him were Methodists." Or we may get them from a person outside the family, such as a teacher. Sometimes we just seem to absorb our beliefs from a certain environment. Sometimes we get them from reading a book or seeing a movie. Try to look back and see if you can state why you believe as you do.

Below are listed words and phrases which indicate questions that should be considered in the formulation of one's beliefs. You might consider these carefully in analyzing your own beliefs:

- |                    |                           |
|--------------------|---------------------------|
| 1. Life purpose    | 10. Money                 |
| 2. Home            | 11. Standards of judgment |
| 3. Church          | 12. Character             |
| 4. Mental health   | 13. Marriage              |
| 5. Physical health | 14. Reputation            |
| 6. Family          | 15. Education             |
| 7. Success         | 16. Security              |
| 8. Religion        | 17. Democracy             |
| 9. Recreation      | 18. Service               |



When you have stated your beliefs and some of the reasons for them, have a look at the total picture. Are your beliefs consistent with one another? Do you vow on Sunday to "love thy neighbor" and then go home and try to date your roommate's best girl? Perhaps you think all is fair in love and war. More seriously, do you believe that all men are created equal and at the same time think that Negroes should not be allowed to eat in the same restaurants with "white" people? What *do* you really believe? And why?

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2. *College of Education Style Manual*. Available in Room 106, Arps Hall.
3. GRIFFIN, ALAN. *Freedom, American Style*. New York: Henry Holt and Company, 1940. Chapter 1, "The Meaning of Freedom," pp. 1-32; Chapter 5, "The Meaning of Democracy," pp. 125-48.
4. *Parker High School Serves Its People*. Greenville, S. C.: The Parker School District, 1942.

## NOTES

## CHAPTER V

### WHAT ARE FACTORS OF COMPETENCY?

The faculty of the College of Education has set some goals for you on the basis of what it believes are some factors which contribute to success in teaching. You will need to understand these goals and accept them as your own if you continue preparing to teach. If, after a careful study of these goals, you find that you are unable or unwilling to accept them as personal goals, then you should seriously consider a change in vocational objective.

It seems natural that you can do your planning more intelligently if you have clearly in mind some of the basic characteristics of a good teacher. This chapter explains what the faculty means by "Some Major Factors in Competency for Teaching." This statement of factors has developed over a period of years. No one considers this list to be complete or final. The factors are accepted as hypotheses which must be subject to continuous testing and, therefore, to change. They do, however, represent the best judgments of the faculty at the present time and are used as a basis for much of the college program.

You should not expect that in four years you will be able to develop all these aspects of competency to the most desirable degree. Preparation for teaching does not end with the attainment of the B.S. degree from this college or with the certificate to teach which is issued by the State Department of Education. Effective teaching demands continuous efforts to improve on the job. In fact, one characteristic of a successful teacher is an awareness of the areas in which he needs further improvement.

The College believes that it can assist you in making desirable progress in the development of these competencies. It further believes that it should demand that you do develop them to a reasonable extent if you expect to teach. The primary obligation of the College is to the schools of the state. It must guarantee to them that its graduates are reasonably proficient in the competencies deemed essential to teaching. The College will require you to supply evidence of your development in these areas when you are considered for Admission to Junior Standing and Admission to Student Teaching. These programs will be discussed in detail in Chapters VI and VII.

The various factors of competency cannot be considered as unitary. They overlap and supplement each other. No particular course can be set up to teach any specific competencies. Many courses will have a bearing on many of the competencies. Some competencies must be developed outside the classroom, in your experiences at home, in recreational programs, and in field service and work experience. It is your responsibility to find out where you stand on each of them and to plan your program to include activities that will help you improve yourself in any areas where you happen to be weak.

### WHAT COMPETENCIES ARE EXPECTED OF A TEACHER?

The factors of competency are grouped into four major divisions:

- I. Expressing in action a clearly formulated social and educational philosophy.
- II. Effectively promoting the growth and development of boys and girls.
- III. Expressing in action and developing in pupils effective personal and community relationships.
- IV. Utilizing all available resources—in men, materials, and techniques—in the learning process.

When you make your plans for meeting Junior Standing and Student Teaching requirements, you will need a more detailed understanding of these four areas. The following detailed analysis may be of help to you at that time.

#### I. EXPRESSING IN ACTION A CLEARLY FORMULATED SOCIAL AND EDUCATIONAL PHILOSOPHY

A. *Possession of an educational philosophy which functions in teaching.*—The teacher needs to understand clearly what education really is and the vital services it can render to the world today. He cannot consider his work to be accomplished merely by the presentation of factual materials in such a way that students can recall them when asked to do so. In a larger sense, he must be concerned with the total development of those with whom he comes in contact. He needs a clear understanding of conflicting ideologies of society such as democracy, fascism, socialism, and communism. He should demonstrate an attitude of open-minded, honest inquiry toward all questions and should encourage and respect the same attitude in his students.

B. *Representing the ideals of the profession.*—The good teacher accepts and practices high ethical standards in his dealing with all the community—the students, other teachers, administrators,



school boards, and parents. He always does his best to make his classroom practices a reflection of high standards of good teaching. Furthermore, he is aware that he still has room for improvement and he makes continued efforts to become a better teacher through study and any other means available to him.

*C. Contributing to school and community life.*—The school has more contacts with the children of the community than any other social institution. Teachers have unusually good opportunities to guide young people in their all-round development. These opportunities often spread beyond the limits of the school. Teachers are often asked to assist in youth programs in churches, civic clubs, Boy Scouts, Girl Scouts, 4-H programs, and many other youth organizations. The training of the teacher has often given him a background that can be a real assistance in making these youth programs successful. He needs to work co-operatively with other teachers, with parents, and with various other individuals or groups in the community toward improving the total community, including the school. Teachers should demonstrate an ability and a willingness to work with individuals and groups from all social, economic, and racial backgrounds.

*D. Helping students to clarify their values.*—Every person should believe in some things so strongly that these beliefs or values will determine what he will do in cases where he must make decisions. Many people are not aware of what beliefs they hold or why they hold them or even what effect these beliefs have on what they do. The good teacher needs to know not only what he believes in so strongly that he lets it guide his action, but why he believes the way he does. It is only after clarifying his own confusion on controversies in this way that he can assist students to think through the many confusing issues with which they are faced. One of the most important things that a teacher can do is to help students arrive intelligently at a clear understanding of their own beliefs.

*E. Accepting responsibilities to the school as a whole.*—A good teacher realizes that his responsibilities are not limited to the activities of his classroom. His responsibilities are broader. Good teachers are able and willing to work co-operatively with other teachers in developing school policies, studying curriculum improvements, supervising extra-curricular activities, visiting homes, and doing their share in making schedules and keeping records. It is through such co-operative enterprise that the schools can improve most rapidly.

## II. EFFECTIVELY PROMOTING THE GROWTH AND DEVELOPMENT OF BOYS AND GIRLS

A. *Conscious application of principles of child development.*—The effective teacher needs a sound scientific knowledge of physical and mental growth during the childhood and adolescent periods. He must have a clear understanding of the complexities of the learning process and the various psychological factors which influence effective learning. He needs an understanding of why people behave as they do before he can hope to be able to guide their behavior into acceptable directions.

B. *Dealing effectively with individual differences among students.*—A good teacher realizes that each pupil differs from the others in such respects as ability to learn, interests, special aptitudes, achievement, physical abilities, home backgrounds, economic resources, and the like. The teacher needs to find out about the distinctive characteristics of each student and work with him in terms of his individual needs. As a prospective teacher, you should learn about the usual and exceptional kinds of young people and about ways of dealing with them.

C. *Consciously applying the principles of functional guidance procedures in teaching.*—Students have problems of many kinds and have many decisions to make which are of real importance to them. These problems may be vocational, social, civic, educational, personal, or moral. Aiding students in such situations is an important part of the total responsibility of the teacher. He needs to be able to recognize symptoms of problems and to be able to work with those students who need help. He needs skills and techniques to deal with those problems which do not require the attention of a specialist, but it is equally important that he be able to recognize and refer to specialists those with which he is not competent to deal. Most important of all, he needs to see those problems as a part of the development of the child and realize that such problems have definite influence on the success of the whole learning situation.

D. *Participating constructively in the extra-curricular program of the school.*—The success of a child in school depends a great deal upon his development in his social and recreational life. Extra-curricular activities offer an opportunity for much of this development to occur. The success of extra-curricular activities depends largely upon judicious guidance by the teacher who is adviser to the group. Teachers should know how to organize and administer those activities democratically so that they can help the school

attain the objectives of desirable pupil growth and development in democratic living. College offers many excellent opportunities for you, as prospective teachers, to participate in many personally satisfying social and extra-curricular activities, and at the same time to learn many techniques of supervision of such activities in schools and communities.

### III. EXPRESSING IN ACTION AND DEVELOPING IN PUPILS EFFECTIVE PERSONAL AND COMMUNITY RELATIONSHIPS

*A. Applying the principles of healthy social adjustment in personal living and in dealing with others.*—Good teaching and good living are predominantly social in nature. Teaching requires contacts with students, other teachers, and many persons in the community. Teachers cannot make really effective contributions if they live in an “ivory tower” and emerge only to impart a bit of information to students during class hours. As a teacher in training, you should demonstrate ability to get along with people of both sexes, including classmates and both older and younger people. You should demonstrate poise and ease of manner in social situations and should participate in groups actively, showing your ability to co-operate and to follow as well as to lead. You should enjoy social contacts and lead a well-balanced social life.

*B. Applying the principles of healthful living, mental and physical, to personal living and to teaching.*—Mental health and physical health are closely related. Poor physical health may lead to worry and bring about various kinds of mental disturbances; likewise, emotional difficulties may in time affect physical well-being. Only those people who are reasonably mature emotionally and who are reasonably healthy from the physical standpoint are likely to be able to furnish the normal adult associations which young people need. You should learn in college to keep a nice balance between work and recreation; between physical and mental activity; between contacts with youths and adults; between male and female associates. You need many interests and personal contacts with a variety of people both in your own profession and in other types of work.

*C. Inter-relating school and community in teaching.*—In many cases, teachers fail to make use of the rich teaching opportunities offered by local, state, national, and international communities. This fact is particularly true in the case of the resources of the local community. The community and the school should work co-



operatively, for both will usually profit from the experience. As a prospective teacher, you should begin to become familiar with the problems and backgrounds of the local community here at the college and learn to use it in your class work. You should learn to take an interest and an active part in community affairs and help the school take its place as a constructive force in the community. You should develop habits of reading which will keep you informed of current items of interest on the local, state, national, and international levels.

*D. Using the various media of communications (oral and written expression, the fine arts, crafts, and music) in teaching.*—Most communication is carried on orally or through some form of written expression. Some persons, however, can express their ideas more clearly in some other way, such as by drawing, painting, or by use of some sort of music or dance. Some can understand ideas more readily if they are presented in some form other than writing or speech. A good teacher, therefore, should have a reasonable command of a variety of media of expression, rather than limiting communication to just the spoken or written work. Teachers should use these means of interpreting, illustrating, and clarifying subject-matter. Children should be encouraged to use art products and processes for more adequate self-expression and communication.

Since oral and written expression are the most common means of communication, it is very important that you develop a proficiency in both these areas. It is necessary that you learn from experience and from special training if necessary, to speak with the clearness and pleasant effectiveness needed. You must also learn to write clearly, effectively, and forcefully. Proficiency in teaching reading, vocabulary, and other study skills is especially important regardless of what grade or subject you plan to teach.

#### IV. UTILIZING ALL AVAILABLE RESOURCES—IN MEN, MATERIALS, AND TECHNIQUES—IN THE LEARNING PROCESS

*A. Utilizing the process of planning in daily living and teaching.*—Planning is not only important for you as a teacher but is important for all students, even as early as the first grade. The good teacher needs to carry on the school program in such a way that students learn to make and follow plans. In this way the teacher may do much to help develop in the students a healthy self-discipline which will be of lasting value to them.





EXPERIENCE IN PRACTICING DEMOCRACY IN CAMPUS GROUPS LIKE THE ONE ABOVE  
WILL HELP YOU BECOME A MORE VALUABLE MEMBER OF SCHOOL AND  
COMMUNITY GROUPS LIKE THE ONE BELOW





TEACHERS NEED TO MAKE USE OF A VARIETY OF ACTIVITIES  
IN ORDER TO STIMULATE STUDENT INTEREST

B. *Utilizing proficiently a wide range of materials and methods of instruction.*—Experiments in the past have developed many rich and varied materials and techniques of teaching. The good teacher should have a clear understanding of appropriate methods and materials to use in achieving desired outcomes in teaching. He also needs to develop a skill in using them. Some things, such as visual and audio aids, supplementary reading and reference materials, directed study, special topics and reports, group discussion, committee projects, and community problems and resources are applicable to any course; other more specialized techniques are available in each of the specialized teaching areas.

C. *Continuously evaluating educational aims, processes, and results.*—Only by constant checking on the outcomes of a program can a school determine whether or not it is attaining the goals it has set up. It is also important to check frequently to see if the goals set are really the ones desired and if the methods being used are the best available for the purpose. Much progress has been made in developing techniques for evaluating or measuring all phases of the school program. As a teacher, you will need to be familiar with the use and interpretation of these devices, and should be able to make use of them in your own work.

D. *Knowing the subject-matter in one's teaching field and using this knowledge to increase the students' intelligence about the world in which they live.*—Subject-matter is an essential medium through which to give students the abilities, skills, habits, and points of view necessary to be an effective person. There can be no substitute for a complete, functional mastery of certain subject-matter areas if you hope to be able to teach effectively. You will need to be so enthusiastic about your teaching fields and other fields that you will feel a continual challenge to improve your scholarship. You should try to understand clearly the contributions which your teaching fields can make to the desirable development of the pupils you will teach. You should know enough about these fields to be able to teach them well and to contribute to the general community understanding of these fields. In order to do this you will need to keep constantly in touch with current knowledge, both in your own field and others, and use this knowledge in your own thinking and in the development of similar capacities in your pupils.

Teaching elementary and secondary schools calls for a breadth of scholarship rather than a complete specialization in one field. You will need some acquaintance with many areas as well as an intensive knowledge of one if you hope to help students to find the



relationships between the various subjects which they study. You will also need a knowledge of the current developments in your own field and in related areas.

E. *Carrying out appropriate and effective methods in the management of pupils both in and out of the classroom and in other relationships.*—Efficient management of a classroom involves the establishment of a suitable and harmonious teacher-student relationship. This must embody an effective and co-operative leadership, discipline, and participation by pupils in establishing and carrying out policies. It also requires the teacher to make available in a systematic and usable form supplementary materials such as readings, references, charts, and various laboratory and project materials. Attention to proper ventilation, lighting, and heating is necessary for each teacher. As a teacher, you will be expected to handle efficiently your relationships with people and with the materials with which you work.

F. *Applying reflective thinking (scientific method) to the solution of problems and teaching for it in school situations.*—The “method of intelligence” is another name for reflective thinking. If you were to define thinking in an over-simplified way, you might say that thinking involves seeing a problem, collecting information about it, selecting what seems to be a reasonable method of solution, and trying out the proposed method to see if it works. If you hope to guide boys and girls in reaching decisions about educational, social, economic, political, and personal problems, you must understand the power and the limitations of this method, and must practice it in your own daily life and in your teaching. Your period of study in college should give you many opportunities to try out this method and learn for yourself the value which it holds for you.

## CONCLUSION

The description of the factors of competency suggests that preparing to be an effective teacher is really a serious task and will require conscientious effort on your part. Passing courses with satisfactory marks is but a minimal aspect of your whole development. Many types of experiences will help you develop in these various competencies. The requirements of Junior Standing and Student Teaching will demand that you demonstrate a growth in these competencies. This chapter may serve as a ready reference for you when you wish to evaluate your own progress.



## CHAPTER VI

### WHAT DOES JUNIOR STANDING MEAN TO YOU?

#### WHAT IS IT?

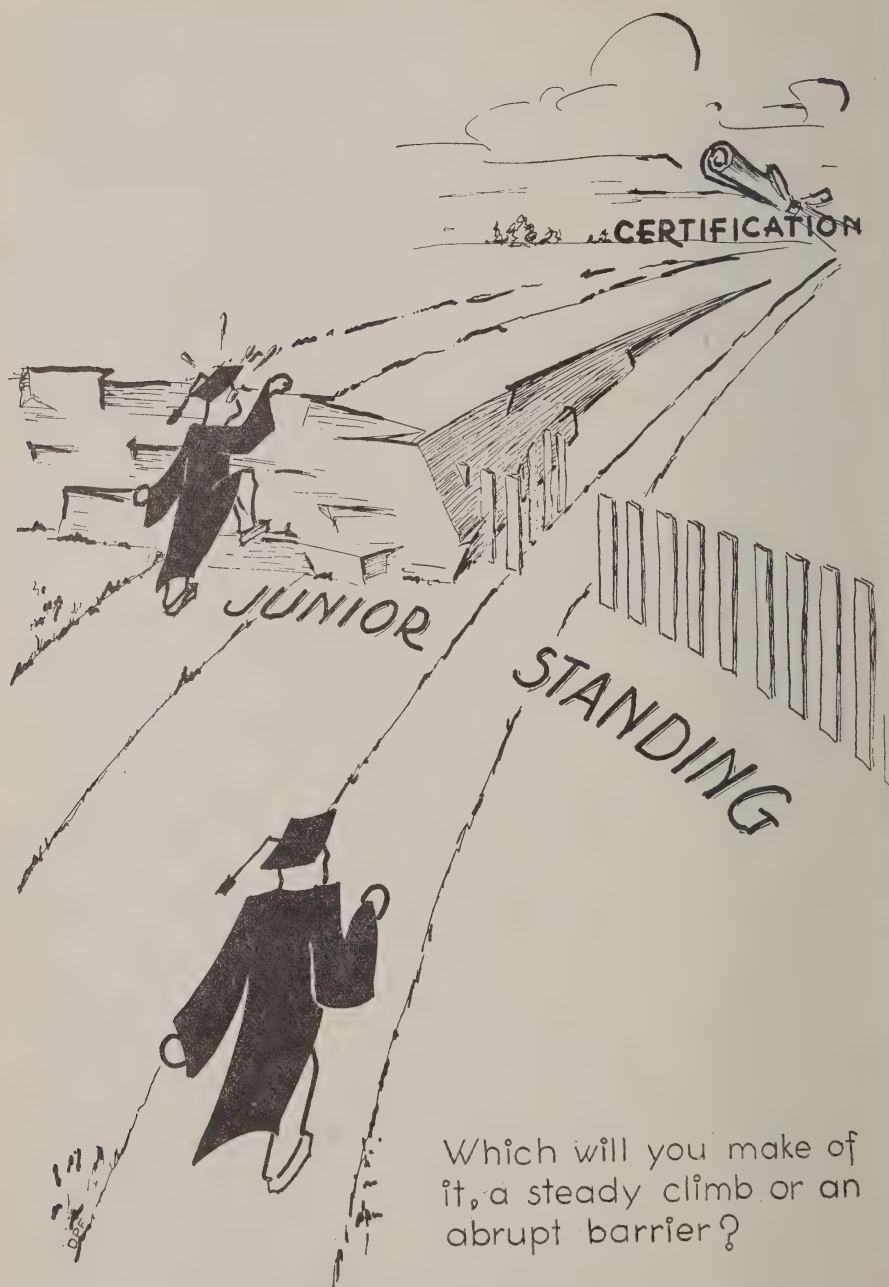
The "Admission to Junior Standing Program" is a period of formal evaluation of your growth in regard to the factors of competency. This evaluation of professional competencies might be compared to the selection program for other professional schools. Your admission to Junior Standing will be a recognition by the College of you as a person who has possibilities of developing into a professional teacher.

At the time you are called up for consideration for Junior Standing, the Junior Dean's office will make out a record card like the one shown in Figure 7. The various factors listed on the card will be discussed in detail later in the chapter.

NAME: Mr. _____		Area _____		Quarter _____	
Mrs. _____					
Miss _____					
Address _____		OSPE _____		CPHR _____	
Quarter of Entry in College of Education _____		Number of Transfer Credits _____			
Education Survey _____					
	<i>Survey Ratings</i>	<i>Jr. St. Ratings</i>	<i>Conditions</i>		
General Culture .....	.....	.....	.....		
Contemporary Affairs .....	.....	.....	.....		
Experience Record .....	.....	.....	.....		
Speech Rating .....	.....	.....	.....		
English Rating .....	.....	.....	.....		
Health Rating .....	.....	.....	.....		
Library Ability Rating .....	.....	.....	.....		
Adviser's Report: Adviser: U Q C <sub>1</sub> C <sub>2</sub> F G E .....		533 Instructor: U Q C <sub>1</sub> C <sub>2</sub> F G E .....			
JUNIOR STANDING ACTION TAKEN:					

Form 5202

FIG. 7.—Record card for admission to Junior Standing.



Which will you make of it, a steady climb or an abrupt barrier?

## WHEN IS IT?

The period of formal evaluation of your competencies will come near the end of your sophomore year. When you have completed 75 credits or more of college work, you may expect to receive a letter from the Committee on Evaluation of Student Progress asking you to comply with the requirements during that quarter. It is important that you read this letter carefully to see just what is expected of you.

During the quarter in which you receive the letter, all the criteria listed on the rating card will be checked, and at the end of the quarter you will receive a letter informing you of the action taken in your case. There are four possible actions that might be taken regarding your admission to Junior Standing.

1. You may be *Admitted* without conditions. This means that you are making satisfactory progress in your development of professional competencies and that the College recognizes you as qualified to continue in teacher-training work.
2. You may be *Admitted with Conditions*. This means that you have been found deficient in one or more of the criteria evaluated. The College feels that you may be able to improve in these areas of weakness, but that you must demonstrate your ability to do so before you can be recognized as a candidate for a teaching certificate. You will be allowed three quarters in which to remove these conditions.
3. You may be *Deferred*. This means that no decision could be made in your case because the information necessary to evaluate your progress was not available to the Committee. If the lack of information is due to any negligence on your part, you will not be allowed to carry any further work in the College of Education until you have supplied all the missing data.
4. You may be *Denied*. This means that the members of the Committee feel that some of the deficiencies which you have are so serious that there is little chance of your becoming a successful teacher. Rather than give you false encouragement, they will recommend that you change your vocational plans. You will be unable to carry any further work in the College of Education if this action is taken.

## WHAT CAN YOU DO ABOUT IT?

Although the evaluation program comes at the end of your sophomore year, it needs to have an important place in your planning from the beginning of your freshman year until you have finally removed any conditions which may be discovered by the evaluation. It is a vital part of your over-all planning for your college work.

During your Survey course, you will receive help in developing an understanding of the factors of competency and of the methods

used in evaluating your growth in respect to them. Your advisers and college personnel officers will offer suggestions to you, but it is your responsibility to formulate plans and carry them into action. You must show the initiative in carrying out a program which is designed to give you a maximum opportunity to develop these competencies.

The remainder of this chapter is devoted to a discussion of the various criteria used in measuring your competency. A careful study of these will show you what you are expected to do and will save you considerable misunderstanding and waste of time.

If you refer to the sample Junior Standing card (Fig. 7), you will notice that the information at the top of the card is general information about you which will help the Committee to know a little more about you. The meanings of most of these should be obvious to you. The two abbreviations used, OSPE and CPHR, mean the percentile rating on the Ohio State Psychological Examination and the Cumulative Point-Hour Ratio, respectively. The OSPE is not used in conditioning students on Junior Standing. It is an indication of general college ability and gives the committee a good basis for comparing the quality of work you are doing with your general ability to do college work as predicted by the OSPE. It is necessary, however, to meet certain minimum standards in your scholastic record.

*Scholastic record.*—One of the most important criteria for measuring your success in college is your scholastic record. A teacher soon finds that he needs a rich background of factual information about the subject he teaches and about various methods of making that material interesting. The more thorough he has been in his own school work, the greater will be the supply of knowledge he has available when he needs it.

At the time of admission to Junior Standing, you must have a cumulative point-hour ratio of 1.8 or better.<sup>1</sup> You will be prevented from registering in any "600" courses until you have achieved this grade average. You will also be conditioned on your Junior Standing and will be required to extend your college period to give you greater breadth of scholarship. By the time you are to do your student teaching, you must have a 2.25 cumulative point-hour ratio in your majors and also in professional courses (such as Education Survey and Education 533 and 534). A similar average in your minors will be required for certification and graduation.

Many of the graduates of the College feel that this minimum

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<sup>1</sup> See Chapter XIII for directions for computing your cumulative point-hour ratio.



requirement should be raised. They point out that raising a cumulative point-hour ratio during the junior and senior year is often more difficult than it is during the freshman and sophomore years. You should probably consider this suggestion seriously. If you have serious difficulty in maintaining a minimum point-hour ratio during your freshman year, you need to do some careful evaluation of your goals and plans. The scholastic requirements for Junior Standing and certification represent bare minimums of achievement. You should set your own standards of scholarship as far above these minimums as you possibly can. When you learn to establish standards and goals for yourself, you will probably find your school work much more interesting and valuable to you.

*General culture.*—Teachers discover quickly that their work demands an awareness of interests and activities other than those in their immediate subject-matter areas. Unless a teacher has a reasonable background of general information, he can do little to relate his subject to others and to provide any integration of the school program. You may have developed a broad background of general factual information from your high-school work. You will certainly continue to develop this background in college. The purpose of the formal examination is to determine how your background compares with that of other college students. National norms for the General Culture test have been set up on a basis of many thousands of tests. By comparing your test scores to those national norms, you may see how you compare with college Sophomores in general. This comparison is made by the use of a percentile score. Your Survey instructor can give you additional information about the meaning of percentile scores.

During your Survey class you will be given an opportunity to take the General Culture test. If at that time you are able to demonstrate a competency in excess of the minimum required for Junior Standing, you will be excused from taking the test at the time of Junior Standing. If your test reveals weaknesses which keep you below the minimum standard, however, you will then have an opportunity to plan your program accordingly and make arrangements to strengthen yourself prior to your formal evaluation for Junior Standing. Even though you may pass the minimum standards, the test may show you a need for further work in some subject areas.

When you are considered for Junior Standing, you will be required to earn a percentile rating of 25 or above on the national norms. If you fail to do this, you will have to plan to include in

your program for your junior year some courses which will give you further information in the areas where you have been found deficient.

*Contemporary affairs.*—In addition to a knowledge of factual information, a teacher is expected to demonstrate a reasonable knowledge of the current developments in local, national, and world affairs. Many teachers find it helpful to subscribe for daily newspapers and to weekly news reviews such as *Newsweek*, *Time*, and *New York Times* (Sunday edition), and similar reputable publications. Many of these publications have special rates for students and teachers. Unless a teacher develops a habit of reading contemporary materials, he finds it very difficult to relate his subject material to life and to stimulate a real interest in his program.

Many of the graduates of the College of Education feel that the Junior Standing program is one of the big factors which helped them develop habits of current reading. This habit needs to be developed and practiced throughout your college years. For this reason you will be given opportunities in Survey to discuss the relation of current affairs to school problems and to try yourself out on various examinations similar to those used in the Junior Standing program. Your adviser will try to help you plan your own reading habits to improve your competency in these areas.

At the time of admission to Junior Standing you will be required to take the official Contemporary Affairs examination. Unless you can earn a percentile rating of 35 or above on the national norms, you will be conditioned and required to do some intensive work in studying current affairs during your junior year.

*Experience record.*—When you are considered for Junior Standing, you will be required to file a field experience record. It has been found that many young teachers just did not know what it would be like to work with children, their parents, or fellow teachers, and, therefore, failed to appreciate much of the college course work on child development and psychology. Some preliminary experience will introduce you to some of these problems, help prepare you to deal with them, and probably make your professional courses more meaningful. The Junior Standing requirement of 100 points of field experience is directed toward this purpose. The experience to meet this requirement should include three different types of experience:

1. Experience where you have had the responsibility of paid employment under supervision and where you have had to abide by rules and regulations affecting your job.

2. Experience in working with children (preferably of the age group you plan to teach) in some responsible supervisory or advisory capacity.
3. Experience in responsible activity or leadership with persons of your own age group or with older adults.

Junior Standing honors experience in any position as paid employee, or any experience in which you have had responsibility for directing activities of others or where you have worked with children under adequate supervision, and, in some cases, certain types of extra-curricular activities in which you have carried responsibility or demonstrated leadership. It is hoped that you will try to see the values of these experiences as you go through them and try to make them learning experiences which will give you a better foundation for understanding the problems you will face as a teacher.

During your Survey course you will fill out a statement of experiences you have had. Your adviser will evaluate your experience and suggest ways of supplementing your experience in terms of the requirements. If you fall short of the required 100 points, you should plan with your adviser ways of getting the experience before your sixth quarter.

The College offers the September Field Experience program which will give you a chance to work in high schools of the state during some of your vacations and thus get first-hand experience in the problems of public-school teaching. The course Education 505 will give you an opportunity for supervised work in various community agencies such as Boy Scouts, Girl Scouts, Y.M.C.A., community centers, etc. This will also give you course credit as a professional elective. You may secure further information about these courses from your adviser.

*Speech rating.*—The ability to use the voice effectively is very important to the success of any teacher regardless of area. A good teacher needs to know how to speak pleasantly and clearly, to avoid monotony of voice, and to put meaning into the words he uses. He needs to use acceptable grammar and demonstrate correct pronunciation. During your Survey course, you will have an interview with a speech counselor who will discuss your voice with you and point out any possible improvement which might make your speaking more effective in your work. This will give you an opportunity to make use of the special speech correction facilities of the University if they can assist you in developing more poise and self-confidence by overcoming speech difficulties.



*English rating.*—Every teacher must speak and write extensively; so you will need a good control of the English language. It is often said that teachers teach many of the language habits by example rather than by classroom study. This makes it doubly important that you not disgrace yourself by poor grammar, spelling, and punctuation in your classroom activities. Although your adviser will rate you in this regard, it is also considered essential that you make at least a grade of "C" in English 401 or in English 412. Unless you do this, you need further basic training in English, and an additional composition course with a grade of "C" or better will be required.

*Health rating.*—The work of teaching is often very strenuous and leaves one tired both physically and mentally. Large classes, heavy loads of extra-curricular activities, and late hours spent in grading papers may at times make teachers try to work beyond their physical limits. It is important that a teacher learn his abilities and his limitations in this area so that he can plan to accomplish a maximum of work without endangering his health. To help you understand yourself better in this respect, you are given an opportunity to discuss your own health problem with a competent medical adviser as part of the Junior Standing requirements and are required to take a physical examination. If any difficulties are discovered, you then are able to take advantage of University facilities which may enable you to correct them while in school, or, in more serious cases, you may be referred to specialists who can give your personal health problems the attention they deserve.

*Library ability rating.*—Teachers find themselves frequently in the need of seeking supplementary information or materials to enrich their course work. A familiarity with library practices can save a great deal of time and effort. In your Survey course you will have some opportunity to visit the libraries at the University and do some practical work in looking up library materials. You will find further help of this kind in your Education 533 and 534 courses.

At the time of Junior Standing you will be asked to submit some evidence of your ability to use the library. The exact methods of meeting this requirement had not been established at the time this book went to press. Keep in touch with your adviser to get further information on methods of evaluation in this area.

*Adviser's report.*—Chapter VIII is devoted to a discussion of the advisory system. In Appendix 3 you will find a copy of the



*Adviser's Report.* The last page in this *Adviser's Report* ("The Composite Ratings on Respective Competencies") is the form which your adviser will use in rating you at the time of Admission to Junior Standing. A study of this form will show you the meaning of the letters used on the Junior Standing card. You will notice, however, that there are two "C" ratings on the card. The  $C_1$  rating means that the adviser knows you and feels that you are not yet demonstrating the competencies necessary for admission to Junior Standing. The  $C_2$  rating means that he does not know you well enough to rate you at all. In either case you have the obligation to see your adviser and find out the reasons for his giving you such a rating. Unless he gives you an over-all rating of "Fair" or better, your admission to Junior Standing will be delayed.

### CONCLUSION

If you consider your program carefully and work with your adviser in setting up long-range plans, you should be able to improve all of your weak areas prior to the time of admission to Junior Standing. If you are unable to do this, however, and are conditioned in one or more areas, you will be allowed three quarters in which to remove these conditions. If they are not removed within that time, you will be prevented from further registration in the College of Education until you have cleared all Junior Standing conditions. In any event, you must have all conditions removed one full quarter before you plan to do your student teaching.

The requirements for Junior Standing imply a minimum standard of personal development in various factors of competency. You should set your personal goals as high above the minimum as possible and use the Junior Standing measurements as an indication of the extent to which you are achieving your own goals. If you are dubious about accepting these goals, you should discuss with your adviser the possibility of a change in vocational plans.

## NOTES

## CHAPTER VII

### HOW CAN YOU PREPARE FOR STUDENT TEACHING?

Many teachers look back on their college days and feel that their experiences in student teaching were some of the richest experiences of the whole college period. They realize, however, the importance of building an adequate background of knowledge, experience, and competency, before attempting to work with students. Your student teaching will give you an opportunity to try your hand at teaching in a regular classroom situation. You will be responsible for guiding the learning of one or more classes of students for several weeks. This is a big responsibility, and the members of the college faculty want to be sure that you are ready and able to handle such responsibility before they assign you to a school.

In Chapter V the various factors of competency were discussed. It was explained that the Admission to Student Teaching program is one of the stages at which your growth in the various competencies is evaluated. This program was approved by the College Faculty in 1947, and the procedures for applying the requirements are now in the process of development. This chapter should serve to give you an overview of the program. During your junior year you will receive more detailed information regarding the actual process of evaluation.

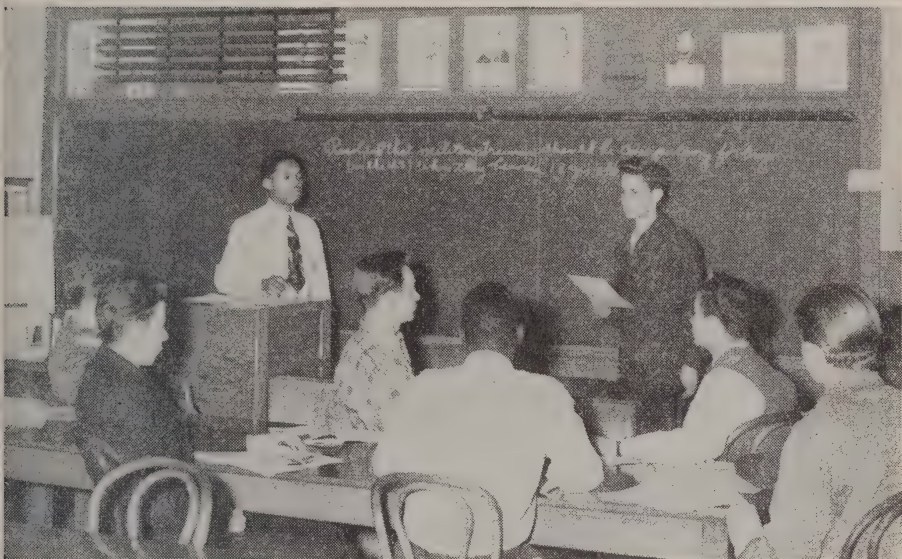
There are thirteen general requirements for admission to Student Teaching. There are also specific area requirements set up in the various major fields. These area requirements will not be discussed in this chapter. You may get more information about them by talking with area advisers when you are considering a choice of major fields. The general requirements are as follows:

1. *Senior Standing in the College of Education.* The only exception to this rule applies to Juniors who are eligible when they have accumulated 120 hours or more toward graduation with a point-hour ratio of 2.5 or better. Admission to student teaching requires that all conditions on Junior Standing be removed at least one quarter prior to student teaching.
2. *A minimum point-hour ratio of 2.25* in the required professional courses and in each of the required majors.
3. *Increasingly responsible field-service experiences,* in addition to those required for Junior Standing requirements. These should include at least two experiences in different schools or community agencies and at

different age levels. At least one of these experiences should be gained in connection with a professional course. You should investigate the different ways in which these field experiences may be obtained. Chapter X explains two methods of obtaining this information. The Co-ordinator of Student Field Experiences is working with the instructors of the methods courses in an attempt to incorporate field experiences into these courses.

4. *Leadership qualities* evidenced in responsible relationships to class projects. Various instructors are asked to submit anecdotal reports regarding students who have clearly demonstrated leadership qualities or who have fallen down seriously in this respect. This item is stressed in the reports made by survey instructors, instructors of general methods courses, and advisers. These cumulative reports will be considered by the committee as evidence of leadership demonstrated in college.
5. *Satisfactory personal health* as revealed by an official health examination. At the present time the Committee on Evaluation of Student Progress will accept the Junior Standing health reports for students passed at that time without reservation. Those whose health was considered questionable at that time will be sent to the University Health Service for a re-check. The Committee believes that each student should have a thorough physical examination approximately one year before graduation in order to provide time for remediation, if needed. The Committee is now making negotiations to have this service provided if possible.
6. *Adequate physical health information* with an emphasis on understanding the relation of health to the problem of learning, recognizing symptoms of these health problems, and making proper referrals. Each curriculum requires a course which deals with the relation of schools to health. Be sure to include this course in your planning.
7. *Adequate mental health* with an emphasis on understanding the relation of mental health to the problem of learning, recognizing symptoms of these health problems, and making proper referrals. It is expected that a prospective teacher should demonstrate in his own adjustment to life a knowledge and an understanding of his own mental health problems. Beginning with the Survey course, each instructor of a professional course will report names and anecdotal records of students who seem to have shown good adjustment or of those who seem to have serious difficulties in coping with their own problems. They will be particularly observant of any symptoms of mental problems which would be detrimental to teaching. In such cases the Junior Dean's office will make use of any available facilities of the University to help these students.
8. *Understanding of human growth and development.* Prospective teachers should demonstrate an understanding of the factors which influence the learning of children of varied backgrounds and abilities and show evidence of some understanding of suitable therapies. This understanding should grow as you proceed through the sequence of required professional courses and professional field experiences.
9. *Facility in the use of teaching aids.* For those in the secondary curriculum, Education 533 will provide some experience in this area. Unless you earn at least a "C" in this course, you should plan to repeat it.





USE OF TEACHING AIDS SUCH AS MAPS, BULLETIN BOARD MATERIALS AND BLACKBOARD ILLUSTRATIONS MAKE SUBJECT MATTER MORE INTERESTING



LABORATORIES PROVIDE MANY OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH ACTIVE PARTICIPATION

If you are in Elementary Education, you will find some instruction in teaching aids provided in at least one of your required professional courses. In many cases you may find opportunities for practical experience in the use of teaching aids during your experiences in social agencies or in September Field Experience.

10. *Competency in evaluation* of educational aims, processes, and outcomes. You will find considerable stress on this topic in many of your professional courses. The actual method of evaluating your progress in this area had not yet been developed at the time this book was written.
11. *Evidence of responsibility in meeting obligations.* The student cumulative record will include some evidence of class attendance, promptness in submitting class reports, co-operation in class activities, and responsibility in carrying out delegated responsibilities. The record of Junior Standing will reveal any failures to submit required material or to report for examinations or appointments. Survey instructors and instructors in the professional courses will submit anecdotal records on students who seem to show exceptional records in this area or who demonstrate very low standards of responsibility.
12. *Familiarity with the use of library aids and professional periodicals.* Your Survey course will introduce you to the library and general methods of using it. Basic instruction in library aids and their applications will be included in Education 533 and 534. Competency in the use of the library and professional periodicals in the major fields is covered in the special methods courses. At some phase of your program you may be required to take an examination in the use of the library.
13. *Approval of the area adviser.* The Co-ordinator of Student Field Experience will send a form to your adviser for his recommendation. He must certify that you have met the area requirements and that he feels you are qualified to do student teaching.

\* \* \* \*

These criteria will be considered in the quarter prior to your student teaching. However, you are required to make application for student teaching during the spring quarter of your junior year. You are to fill out placement cards at the time you file a schedule which contains any course in student teaching. These cards, filed in Room 103, Arps Hall, will contain a schedule of your work for the next quarter and will be used in making your placement in a school. It is your responsibility to file these materials with the Co-ordinator for Student Field Experience. If you fail to do so, it may mean that your program will be delayed and you will be unable to graduate at the time you plan.

Since the program of Admission to Student Teaching is in a developmental period at this time, it will be well for you to keep in touch with the Office of Student Field Experience in order to have the most up-to-date information about the requirements you will have to meet.



## CHAPTER VIII

### TO WHOM SHOULD YOU LOOK FOR ADVICE?

The College Office, Room 102, Arps Hall, serves as the official source of information regarding student records. If you wish any information about your record or any general information, you should feel free to go there and ask for such information. If you wish help in planning your schedules or in working out some problem, you should call on your adviser.

The faculty of the College feels that it is very important that each student have some member of the faculty whom he can consider as a friend and to whom he can bring his problems. This is particularly important during the freshman year when the student faces many new problems.

One of the factors always considered in the selection of the instructors of the Survey 407 course is their interest in working with students. They are well qualified to help students with vocational, educational, and personal problems. They are well informed of the facilities available on the campus, and are able to make suggestions or referrals when additional help is needed.

Your Survey instructor is your adviser. He will help you with your schedule planning and with any other problems you wish to present to him. He may be able to give you suggestions and help you to clarify your thinking when you are confused. You should feel free to call on him at any time for help. Do not expect him to solve your problems for you, however. His function is to help you develop your own ability in meeting problems and develop your own self-confidence.

If you are a major in a special area such as Physical Education, Music, or Fine Arts, and have been assigned to a Survey instructor from that special area, you may continue with the same adviser for the four years of your program. If this is not the case, you will probably continue with your Survey instructor as your adviser for at least three quarters. During your third quarter in school you will declare your major area and will at that time be assigned to an adviser in that major area. Although you may not have any classes with this adviser until your special methods courses, you still have the responsibility of talking with this adviser about your

program plans and giving him an opportunity to get acquainted with you and your problems. The help that you will receive will probably be in direct proportion to your willingness to seek out the adviser and cultivate his acquaintance. Of course these advisers are busy and you may not be able to see them exactly at the time you drop in for a conference. Some planning and some scheduling of appointments in advance are often necessary. Do not be discouraged if you find your adviser busy. That does not mean he is uninterested. Do your part and you will probably find that he is very interested and co-operative.

### ADVISER'S RATINGS

You may not realize the importance of the impressions you make upon other persons, but you probably realize that the recommendations made by your high-school principal were considered as a factor in determining your admission to college. When you leave the University you will be faced with admissions to other things such as organizations you wish to join and positions you wish to secure. Most of these life situations will in one way or another demand an investigation of your background by asking for references.

When you register with the Appointments office and seek its assistance in placing you in a teaching position, it will ask for references from college staff members. These references are confidential—that is, you are not told what is being written about you. The people writing the letters will not always say nice things about you; they will often comment on your particular weaknesses. A few samples taken from these confidential letters are quoted below. These are actual quotations from letters on file in the Appointments office.

Letters from college advisers and instructors:

1. 11-3-47. Mr. S was found to be friendly, affable, dependable, and co-operative. He lacks complete self-confidence, and needs to show more forcefulness in his leadership methods. He needs to develop more originality and ability to rely on his own thinking. His tendency to resist suggestions at times may stem from his inexperience and youth. Under proper supervision he should develop fully into mature ways and thinking.
2. 10-29-47. My knowledge of this student's qualifications is based on one quarter's work—therefore scant. Her work is weak. She is apt to blame anyone other than herself for inadequacies. Her appearance is quite acceptable.
3. 11-19-47. Mr. X has been a student with me in two courses. In each instance he has shown himself to be a substantial student who sought and obtained maximum benefits from his course experiences. He dis-



played a willingness to participate fully in the course work and was conscientious in meeting all of his assignments and responsibilities. He has a keen professional interest and is motivated by a desire to render teaching service on the highest possible plane. His appearance is neat—he expresses his thought very well, and he definitely has qualities of leadership.

### EXPERIENCE RATINGS

The following are examples of confidential ratings sent to the Appointments office by principals and supervisors.

#### 1. *Bad*

Personal qualities—D

Class procedure—D

Professional qualities—D

Pupil responses—D

Classroom management—D

Adaptability to community—D

Has faculty of irritating people, shows tactlessness, and up until recently has not been particularly vigorous or dynamic in attacking her school tasks.

Has accepted criticism from me, but profited from it only to limited extent. In my judgment, not so well adapted to work with small children.

Has often been very untidy and careless. Gives more attention to systematizing her work and having order and organization than she did for the first semester. Lacks the *Art* of management.

Her chief problem here is sensing possibilities at hand for an enriched program of activities. She seems not to visualize the power of effective, well-planned work. Her goal is too vague.

Responses are too forced—not natural; and children *labor* as under compulsion or strain.

I should say she lacks ability thus far to adapt herself readily to conditions here. Has not built up many friends. Hard to get acquainted with.

3-5-38 MR. X, Supervisor, X, Ohio

#### 2. *Poor*

Personal qualities—B

Class procedure—C

Professional qualities—C

Pupil responses—D

Classroom management—C

Adaptability to community—D

I have recommended to Miss X that she explore the opportunities of teaching Senior High, where her excellent scholarship and unusual background will serve her well. She does not seem adapted to work with lower Junior High Level. She is most co-operative and anxious to succeed.

4-7-47 MR. X, Supt. of Schools, X, Ohio

\* \* \* \* \*

Personal qualities—B

Class procedure—D

Professional qualities—D

Pupil responses—E

Classroom management—B

Adaptability to community—E

Miss X, in our opinion, is not suited to public school work. She was unable to procure rapport with pupils or fellow teachers. She consequently lost interest, and class became a tiresome procedure to all. I think her family background kept her from becoming a socialized person. She knows her subject matter—perhaps too well.

3-15-45 MR. X, Supt. of County Schools, X, Ohio

Personal qualities—B  
Professional qualities—C  
Classroom management—D

Class procedure—D  
Pupil responses—D  
Adaptability to community—D

This evaluation is made on the opinions of teachers and pupils who know her. I was not here at that time. The elementary teachers say that she tried to teach high school music to their grades with very little results. In study halls she had little or no discipline.

10-13-47

MR. X, *Supt. of Schools*, X, Ohio

### 3. Good

Personal qualities—A  
Professional qualities—A  
Classroom management—A

Class procedure—A  
Pupil responses—A  
Adaptability to community—A

Mr. X is one in a thousand. He is a fine, intelligent young man who has trained himself for elementary teaching and does it with zest and enthusiasm. He loves children and they worship him.

Mr. X carries an a progressive, activity teaching program. He correlates and integrates his work around large centers of interest. He has a free type of discipline. The children work enthusiastically rather than sitting quietly with their hands folded. Mr. X is a dynamic, progressive teacher with a fine background and training. We will keep him indefinitely.

3-5-38

MR. X, *Supt. of Schools*, X, Ohio

\* \* \* \* \*

Personal qualities—A  
Professional qualities—A  
Classroom management—A

Class procedure—A  
Pupil responses—A  
Adaptability to community—A

I have checked Mrs. X as a superior teacher. I believe that she deserves that rating. I base my judgment on the progress and accomplishment of the pupils under her direction.

She is a student of methods and has developed instructional material in number work which is superior to the workbook material published by many textbook companies.

4-13-44

MR. X, *Supt. of Schools*, X, Ohio

\* \* \* \* \*

Personal qualities—A  
Professional qualities—A  
Classroom management—A

Class procedure—A  
Pupil responses—A  
Adaptability to community—A

Miss X is the racehorse type in that she needs to be restrained, otherwise she would kill herself working. If a report is due Friday, she has it in on Thursday.

She is not only ambitious but is also inspiring to students and fellow teachers. If any reader wishes to die a nice, clean, sudden death, just try to take her away from us. Miss X is what we think of as a master teacher.

1-26-45

MR. X, *Principal of High School*, X, Ohio

\* \* \* \* \*

Personal qualities—A  
Professional qualities—A  
Classroom management—A

Class procedure—A  
Pupil responses—A  
Adaptability to community—A

Please, we want to keep Miss X on our staff for the next fifty years!

2-8-48

MR. X, *Supt. of School System*, X, Ohio

An analysis of statements made about graduates indicates a number of qualities that are frequently mentioned. These seem to be some of the most common qualities which are particularly important in the success of the beginning teacher. The following lists show some which are commonly mentioned as good and poor qualities:

## GOOD QUALITIES

Ability to adjust to school situations  
 Ability to maintain discipline  
 Ability to command respect of students  
 Active participation in community affairs  
 Dependability and conscientiousness  
 Co-operative attitude  
 Agreeable personality  
 Attractive, wholesome personal appearance  
 Accurate knowledge of subject-matter  
 Active participation in extra-curricular activities of the school

## POOR QUALITIES

Inability to maintain discipline  
 Inability to adjust to community life and standards  
 Inability to command student respect  
 Too frequent absence from community where one teaches  
 Inability to adapt one's self readily to new situations in the classroom  
 Neglect of small details in teaching  
 Peculiarities in personality and in personal living

How do you stand in respect to some of the factors mentioned? What will people say about you when you ask them to write recommendations? You should start to think about this now so that you can develop into the kind of teacher whom people will like to retain in their schools.

Your Survey adviser can give you some valuable help in allowing you to see yourself as others see you. At several times in your college program, advisers and instructors may be asked to submit reports about your personal qualifications in the field of teaching. They will use a form called the "Adviser's Report to the Committee on Junior Standing." This was developed on the basis of the factors of competency discussed in Chapter V and provides an opportunity for analyzing some of the aspects of your personality which are important to success in teaching. In Survey class you have an opportunity to rate yourself on the various factors and to compare your ratings with those of your adviser. He will discuss with you the areas in which he gives you lower ratings than you feel you deserve and show you how your actions have led him to reach his conclusions about you. These conferences should be an excellent opportunity for you to begin planning to overcome any weaknesses or faults that you discover. Many of your later ratings will be confidential. Make the most of this one opportunity to discuss your ratings with a person making them.

In each of the areas rated, the adviser uses a scale such as that shown in Figure 8.

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent

FIG. 8.—Rating scale for admission to Junior Standing.

At the time you are considered for admission to Junior Standing, your adviser will send a rating to the Junior Dean. Unless he gives you an over-all rating of fair or better, your admission to Junior Standing will be delayed. It is your responsibility to keep in touch with your adviser at regular intervals and to work hard to remove any weaknesses which might cause him to give you a conditional rating.

In Appendix 3 you will find a copy of the *Adviser's Report*. This is the report which your advisers will send in to the College office to go into your personnel file. You may use this rating form to rate yourself and to record the ratings which your Survey instructor gives you.



## CHAPTER IX

### COMMUNICATING WITH OTHERS

Can you imagine yourself living under conditions such that it would be impossible to communicate with other people? You could not get in touch with anyone by using the telephone, telegraph, or letter; you could not turn on a radio and hear other people; you could not attend a motion picture or look at a television screen; you could not get in touch with anyone by writing, talking, painting, reading, or playing any musical instrument. Without some means of communication you would be living in complete isolation. You would be unable to transmit your ideas to other people and unable to receive any ideas from anyone else.

If you would look back to Chapter V for a moment, you would see that there is not one of the factors of competency that you could attain without some kind of communication. All of them, directly or indirectly, involve interaction with other people. As a teacher you will sense keenly the importance of being able to communicate ideas to others. Your very success as a teacher will depend upon your ability to use any available means of conveying ideas to your students and of being able to understand the ideas they present to you. This interchange of ideas is essential to everyone.

One of the factors of competency calls specifically for skill in using some of the media of communication, such as oral and written expression, the fine arts, crafts, and music. A review of the areas used in the *Adviser's Report* will reveal a great deal of emphasis on demonstration of the use of various means of communication. The purposes of the present chapter are to give you a better understanding of the nature and use of communication in your living by considering the following points:

1. Common misconceptions concerning communication
2. Purposes and principles of communication
3. Methods of evaluating communication
4. Media of communication
5. Uses of communication in the school
6. Minimum standards expected of prospective teachers in the use of these media



COMMON MISCONCEPTIONS CONCERNING COMMUNICATION<sup>1</sup>

Have you ever wondered why people so frequently think of the mechanical side of communication rather than of the human side? The word itself generally calls to mind the telephone, the radio, or the newspaper. And what patriotic speaker has ever forgotten to recall the technical achievements of our country in order to prove its greatness? We have more telephones, more radios, and more printing presses than any other country in the world. We now have television in many parts of the nation. Automobiles can now be equipped with telephones. The midget radios and the "walkie-talkie" have eliminated many of the physical obstacles to communication. But someone is likely to ask, "So what? Is the mere having of them such a wonderful thing in itself?"

As a matter of fact the person who recalls our mechanical superiority probably does so because it is easy for him to talk about something to which he can point. And since everyone values telephones and radios, and books, magazines, and newspapers, these tangible objects are used to symbolize the values everyone sees in them but which are very hard to talk about. Not only are values hard to talk about, they are hard to think about. Yet if you do not think about the *purposes* you wish instruments of communication to serve, you may someday wake up to find that you have unconsciously been using them for purposes with which you would not agree at all.

Some say the society section of the newspaper, in which any college girl would enjoy seeing herself enhanced and retouched, is kept alive simply because of the feminine ego. There certainly isn't anything wrong with having your picture in the paper, is there? Being an honor student in college or a star on the football team would bring little satisfaction to some people if no one ever found out about it; that is, if it were not *communicated* to a large number of people. Such acknowledgment may even inspire you to further striving. All this excitement and publicity over your success would make you very happy indeed, but would unduly expand your ego. Perhaps one of the reasons Hitler was denounced by us is because he overindulged in his tendency to use the German systems of communication for his own satisfactions, for expanding his own ego.

Here is the dilemma. How should the instruments of communication be used? How can one tell how someone else is using the media of communication? What does it mean to say that one should

<sup>1</sup> Most of this material was taken from *Student Planning in College* by L. L. Love.



or should not use communication for the expansion of his own ego? What does it mean to expand one's ego?

You know what it means to expand. That is what balloons do. The more one wants to expand the more space he needs. Yet you never hear of a man going out on the Sahara desert to expand his ego. Such a place is not frequented by egoists. An egoist must have an audience. Moreover, it must be a sympathetic audience. An audience was one of Hitler's first requirements; it allowed him to radiate thoughts, ideals, and values which find a sympathetic heart or mind where they are kept alive. This is just what Hitler provided by saying things in such an apt and persuasive way that his audiences, it is said, put his thoughts in their hearts where they were nourished. When he returned to them again, he found his own thoughts shining back at him through the admiring eyes of his people. He used language, the loud-speaker, the radio, the press, and the movies in order to expand into the hearts of his hearers. In such cases we see egoism; in such cases one man does all the telling; in such cases the man is blown up with his own importance; and in such cases *the avenues of communication were allowed to admit only of one-way traffic*. To the extent that this is so, there is an abuse of the true purpose for which all the tools of communication were created.

As a first step in an attempt to discover what the true purpose of communication is, two points should be made. First, the mere *having* of more instruments of communication is not in itself something to boast about. What counts is the way the machinery of communication is *used*. Second, using the tools of communication *primarily* for the purpose of expanding one's ego, putting one's ideas across and getting acceptance, connecting with a large number of people in such a way as to inspire them to agree, constitutes an abuse of the instruments of communication.

You might stop in your reading for a moment at the close of this paragraph and ask yourself, as a good democratic citizen, what is the central purpose to be served by all the tools of communication in a democracy. There must be some nobler use to which these products of man's creative genius should be put, over and above their everyday use in making a living on the one hand, or allowing for personal expansion and selfish gratification on the other. What is that higher purpose?



## PURPOSES AND PRINCIPLES OF COMMUNICATION

You can get a hint concerning the higher purposes of communication by looking at the world itself. *Communication* is much more closely related to the word *community* than it is to any of the instruments of communication which man has created, such as language, radio, and pictorial or dramatic art. This point suggests that you will miss the deeper meaning of communication if you allow yourself to think only of the machinery of communication. You might get a further hint if you really examine the meaning of the word *community*. You probably think of houses and streets full of people at first, but as you think of modern means of transportation you remember that many teachers teach in consolidated schools and have to think of their community in a broader sense. We have come to think of community boundaries more in terms of "time of travel" than in terms of linear distance. Modern research in aeronautics makes it possible to travel to any part of the world within a few days' time. The major cities of the world are connected by many air lines that make them only a few hours' flying time apart. Whether we wish it or not, we find ourselves drawn into a *world* community. Our means of communication today enable us to hear people in distant lands as they speak, and our recent progress in television enables us to see what is going on in other parts of the world as it happens. All this makes us realize that linear boundaries no longer define a community. We need to look for a better definition. To have a *community* there must be something in *common*. Above all there must be some common values and some common ways of living. One has a true community only to the degree that men enjoy common understandings and work together for common ends. A world community can be achieved only as men of different races and nationalities come to some common understandings, recognize some common problems, and work together for some common ends. The physical community must be supplemented by a community of mind and spirit. An insane asylum cannot become a community without becoming sane, for by community one always means a community of mind. One must have mind or spirit to build common understandings with others. Unless one can communicate his meaningful experiences to others, he cannot enter a community of understanding with them.

The primary purpose of all communication, then, is to build increasingly more community of mind in the world. All the machinery of communication whose creation has been sponsored by a democratic state comes into its own, only when it is consciously

employed to this end, namely, the end of *building community of mind*. It is in this enterprise that you must learn to take your central satisfactions. It is this purpose which must determine the quality of your enjoyment. Perhaps it is desirable to take a more deliberate look at what all of this means.

All communication, if it is really communication, brings about *some* community of mind. Even when a man swears at you or threatens you, he establishes a temporary community of mind. You share the thought that he has expressed and you have had a momentary meeting of minds. But such a getting together is very much like a meeting of the match and powder keg. Communication moves between two extremes. Sometimes it is used primarily to inflate the ego, and the speaker indulges himself with the momentary sympathies of his audience; but unless all that is said has been designed to benefit the hearers as well as the speaker, the delightful meeting will result in a delayed explosion. Language, therefore, when used in the wrong spirit, brings community of mind into being for a moment in such a way as to make subsequent understanding almost impossible.

Of course civilized people do not, as a rule, swear at one another. They have more refined and more subtle ways of cutting people down to such a size that they can more conveniently see over their heads. Probably some of the members of this class have such smooth techniques along this line that they can combine a word, an inflection, and a look so artfully that no one but the person for whom the remark is intended will object, but that one person may want to die or commit murder. It is psychologically necessary for some people who become the victims of certain attitudes to go around setting themselves up by cutting other people down. Even the best persons are a little guilty of this kind of behavior at times. The extent to which a person allows himself to indulge in this pastime determines in large measure the extent to which he can communicate with others. He soon finds that the doors at every entrance are being quietly shut in his face, and that day by day he is standing more and more alone. An invisible wall builds itself around such a person. The lines of communication leading into and from the world in which he lives mysteriously disintegrate. No loud talk, no cursing of his luck or of others, and no grant of power can enable him to penetrate this spiritually suffocating barrier to communication which he has brought into being by his attitude.

What, then, is this quality which communication must have in order that it may serve the larger purposes of deepening sympathies and broadening understandings? Perhaps the problem can

best be approached by recalling that every man is different from every other man. Since each person differs from everyone else, if people associate it is as inevitable as night following day that they will differ *with* one another. However inevitable this situation may be, it is true that when people differ they often make that fact cause for offense. When people "beg to differ with you" in a cocky or belittling way, you are almost sure to take offense. Some take offense when differences are expressed respectfully or even with humility.

Odd, is it not, that one should feel called upon to apologize for the fact that he is different from, that he differs with, another. If persons take offense, even polite offense, because one grew up with red hair, another with black skin, one as a Catholic, another as a Protestant, one as a Republican, and another as a Democrat, they are taking *offense at differences* rather than taking a sympathetic *interest in differences* with others. They are making it difficult to communicate with one another. Who has not known of groups who would speak but not open their sympathies to each other? In either case communication in the deeper sense has not taken place because *community of mind* has not been brought about.

A look at the method and spirit of science also gives a feeling for the spirit of communication which builds community of mind. Regardless of race, creed, language, or nationality, the true scientist is interested in, sympathetic to, and open-minded about, the sincere and honest opinions of any other scientist whose thinking comes within his field of work. Differences of opinion are exchanged, cross-fertilization takes place, and new ideas spring up where only old ones grew before. They build an ever broader community of mind, and science grows apace. Tolerance and open-mindedness prevail in order that conflicting opinions can be exchanged and men may grow in wisdom.

The spirit, therefore, of your personal and private conversations as well as of your public or professional exchange of ideas may or may not be marked by democratic qualities. One can always tell by the *consequences* of his discourse whether it has been adequately designed or not, and these consequences are foreshadowed in the purposes and the intention of the speaker, that is, the communicant. If, as a consequence of attempts at communication, more community of mind, more common understandings, have been brought into being, then and then only may you be assured that human communication is serving a purpose which justifies the invention of ingenious devices for extending the blessings of communication among men.

Another interesting fact about communication is that ideas, or



the meanings one wishes to convey, do not always ride along with the words used to express them. All a speaker or a musician can do is to vibrate the ear drums of the listener. All a painter or dancer can do is to cast images on the retina. What happens from this point on depends on the hearer or observer. He must make out of these images or vibrations what he can. When an Oriental talks to you, plays you his music, asks you to read his books, or shows you his art work, you may make little out of them. His tools are not those with which you are accustomed to create new and interesting ideas and experiences. You need to develop some understanding of the tools to which he is accustomed and he must try to understand yours. Unless both of you can come to some common ground of understanding, communication is impossible. You must work with the tools that others use. You may not have mastered the tools of your own language or arts well enough to use them creatively either in the act of appreciation or in the act of producing. This point is developed in more detail later in this chapter.

At this point it must be emphasized that there are other ways to make communication fail than by talking a foreign tongue. If one communicates in the wrong spirit, he can freeze the creative capacities of his hearer so that what one *means* to communicate is not actually communicated. This is why all discourse must be double-barrelled. It must, of course, say as clearly as possible what is intended and yet it must, in the way that it is said, bring into being the spirit of the outstretched hand. You must make it clear that you welcome an *exchange* of ideas. Whenever you talk and seek to be understood, there must be present the spirit of understanding, or you will be misunderstood. Avowed enemies persistently misunderstand each other; friends seldom do.

Communication, even when one person is doing all the talking, must ever be a common and co-operative enterprise. The way you talk must be an invitation to the listener to work along with you and create from what you have said ideas that render life more meaningful. It is not necessary, not possible in fact, for you to get another to think your thought exactly. It is necessary, however, that you establish intercourse which results in the birth of new ideas. Thus come the satisfactions which always arise from the unforgettable talks you have with friends. This must be present in some degree whenever communication in the truest sense is taking place. When this spirit is absent—namely, the will to make something worth while out of each other's expressions in all the different media of communication—there is no speech which cannot be dis-



paraged, no painting which cannot be counted ludicrous, and no dance which cannot be caricatured.

As time passes you must rate yourself in each of two roles. As the actor playing the active role of communicating, how well can you call this spirit of ethical community into being? As audience, how well can you foster this spirit in the way you participate in any enterprise of which you may be a part?

### METHODS OF EVALUATING COMMUNICATIONS

In this modern world we are constantly subjected to a barrage of information and misinformation, persuasion, deception, and variations of opinion. In our democracy we prize freedom of speech and freedom of the press. This means that we place on the individual a tremendous responsibility for evaluating the ideas which are relayed to him through the radio, press, movies, newspapers, magazines, and personal contacts. Americans are readers of many kinds of material. The records show that attendance is steadily increasing at motion picture theaters and that the number of radio sets increases rapidly each year.

As a citizen you have a responsibility for deciding what to believe and what not to believe; what to read and what not to read; what sources are representing special interests and what sources are striving to be fair. This is a process of evaluation which you will have to continue for life. As a teacher, you have a much more important task of helping young people to develop some standards for evaluating the material which they receive from the various media of communication.

One of the purposes of education is to develop individuals who will maintain suspended judgments until all available evidence is collected, act intelligently in terms of available information, and evaluate their activity in terms of other evidence that becomes available. Schools should help to give students a range of knowledge that will enlarge the outlook of their minds. But schools must recognize that there are groups which do not wish to encourage the development of that kind of a thinking citizen. Many groups use methods of mass communication to get individuals to make conclusions on partial, cross-sectional, or distorted information. They are desirous of leading people into attitudes which will make them jump to conclusions without paying much attention to available evidence. These attempts to lead people to emotional thinking are usually called propaganda. This threat to clear thinking is used on a large scale in the world today. It may not always be "anti-

something," but it may be used to lead you to the support of some cause by painting a rosy picture of all the nice aspects of it. A thinking person should beware of communication channels that appeal to his emotions and that encourage him to act quickly without giving careful consideration to the matter at hand. Propaganda can often be detected by some general techniques which are commonly used to mislead your thinking.

*Name calling.*—Bad names are given to those the propagandist would have us condemn; good names to those he would have us favor. Examples are: "progressive teacher," "Communist," "Dictator," "bureaucrat," "New-Dealer," "Tory," "Conservative," "Catholic," "Jew," "Fraternity Man," "Socialist," "regular fellow," etc.

*Glittering generalities.*—We are told that "the American system is threatened" and are lured with such attractive phrases as "social justice," "the more abundant life," "economic freedom," "the welfare of the common man," etc. These vague terms may have different meanings to everyone, and we frequently put our own meanings into the mouth of the speaker rather than try to decide what he really means by seeing how his actions define his terms.

*Flag waving.*—The propagandist associates his cause with the American flag, the Christian religion, or with some person of great prestige. He attempts to make you feel that loyalty to your God and your country dictates that you agree with him.

*Slogans.*—The propagandist finds some catchy phrase which may stick in one's mind. Then he tries to get it generally accepted without an analysis of its meaning. Examples are "democratic way of life," "it's Luckies 2 to 1," "death rides with the drinker," "the skin you love to touch," "for men of distinction," "good to the last drop," "99 and 44/100% pure," etc. Applying the question, *why*, *what*, or *how* to some of these slogans may help you see how superficial many of them are.

*Repetition and fabrication.*—The propagandist loves to take an incident and magnify its importance. He is similar to the old gossip who likes to make the story just a little better before she passes it on. By repeating it over and over and by using different means of communicating the idea to you, he attempts to make you accept its validity. You may protect yourself from this to some extent by

trying to get at the source of some of your information which you question.

*Band-wagon technique.*—You are led to believe you should do something because “everybody’s doing it,” “it’s smart to be seen at Cliff’s Café,” etc. Campaign managers and advertisers know the human tendency to follow the crowd and will invariably predict victory for their candidate or widespread use of their product. Here again you need to question, “Who is everybody?” “Why is it smart?”

*Suppression and distortion of facts.*—Many of the socioeconomic cartoons lead to considerable distortion of the facts. Many of our labor journal cartoonists would have everyone believe that employers and capitalists are all bloated bigots with tall silk hats. Each political party has cartoonists who try to make the other party look ridiculous. Pictures showing only a limited view of a situation are often used to distort reality. Many statistics may be compiled in such a way that they show only a partial picture. The things that are omitted in a news report may be just the things that you need to know to reach a wise decision. By withholding the whole truth from you, you may be led to reach a decision which the propagandist favors.

*Ambush and showmanship.*—Wealthy interests and pressure groups sometimes use the ambush method of winning public opinion. They may use pressures to get their employees or their debtors to promote their ideas. They may organize “front” organizations which take on an attractive name and carry on the publicity. They may give large sums to philanthropic institutions and then make the institution fight their battles. Frequently such philanthropy and its accompanying show win much popularity and respect. Oratory many times appeals to the emotions and does not present any facts. In case of doubt, you might try to discover who is financing the group or speaker in question.

These and many other methods may be used to lure the gullible thinker into false and sometimes dangerous conclusions. The tenseness of our international situation and the war of ideologies now going on make it important for you to consider carefully the ideas to which you are exposed.

One of the most important factors influencing the communication of ideas is the reader’s understanding. Dr. Edgar Dale, in his lectures to Survey classes in the past, has suggested several questions which might be asked in an effort to evaluate your own ability



as a reader. Although these questions apply to reading of newspapers primarily, you can frame some parallel questions to apply to magazines, radio programs, movies, speakers, and the like:

1. Am I familiar with a number of daily newspapers, not only the good ones but the poor ones as well?
2. Do I plan my reading in terms of (a) time spent, (b) material read, and (c) the order and speed in which the material is read?
3. Have I examined all parts of a good newspaper to find out what's in it?
4. Can I find desired information quickly by using the index, news summary, etc.?
5. Am I familiar with the way a typical news story is constructed?
6. Do I get the most out of the big news stories by following them day by day as they develop?
7. Am I able to read, understand, and criticize the editorials in the daily newspapers?
8. Do I have an efficient speed and comprehension?
9. Am I familiar with some of the factors which influence the nature and accuracy of news: (a) the reader, (b) ownership of the paper, (c) political affiliation, (d) the reporter of the news, (e) the editor of the copy, (f) the make-up editor, (g) space restrictions, (h) advertising?

### MEDIA OF COMMUNICATION

Among all the instruments of communication created by man, language probably ranks first. You engage in speech and writing daily. The importance of words need not be argued. A few of them, spoken or written, have often altered the destiny of nations and the course of history. And yet, while language plays such a large role in daily living, who is to say what mode of communication is most important? It is fortunate for the purposes of this chapter that each instrument of communication has so much in common with all the others that they can be treated in common to a great extent.

The first thing that all forms of expression or communication have in common is the relative standardization of their tools. In language, people agree on a certain way of spelling each word. They have certain ways of indicating past time, and they start sentences with capital letters and end them with periods. They indent for paragraphs and use question marks at the close of questions. With a very few exceptions all creative endeavors have come into being through the use of these standardized tools of expression. Standardization makes communication possible.

Unless you submit to the discipline of common tools you cannot establish community of understanding on the one hand nor introduce creative originality on the other. You must be original, a step or two beyond what is common. To abandon what people have in



common and leap into the wholly original would be to become entirely unintelligible. Even Gertrude Stein did not quite do this.

In music, the problem is very much the same. There are standardized lines and staves. There are notes of many values, each with its own character. There are repeat signs, symbols for trills, crescendo and diminuendo marks. There are so many beats to the measure and each measure is marked off. Then there are the laws of harmony which moderns have begun to revise. There have been even more formal organizational principles which Bach set for himself and carried to unprecedented heights, and others in terms of which Beethoven worked. The standardization and organization through which they worked is what set them free to create, just as new standards and organizations are the means of modern creation. There is an interesting thing about freedom to communicate and create. The freedom is an achievement which is born out of the mastery of a discipline and out of willingness to submit to the demands of your medium and work in terms of it. This point can be illustrated by thinking of the piano with its rigid and inflexible keyboard, and the violin with its own unique structure to which the player must accommodate himself through years of discipline.

Similar illustrations can be drawn from the pictorial and plastic arts when they are used as modes of communion. The artist may make demands of his clay, but he will make demands in terms of his medium. Only the novice will try to make eyelashes of clay, or reveal skin texture as might be done in a pen and ink drawing or an oil painting. One must work in terms of the organizational principles demanded by the situation and not in terms of creative caprice.

There is no need to go on to speak of the dance which imposes the limitations of joints that bend only one way, of gravity which will not be downed, and of the rigidity of bones that cannot bend to get the effect of suppleness. Nor is there need to speak of science and the disciplines through which all creative insights are born—out of which come the standardized formulas through which these exciting and sometimes revolutionizing new concepts are communicated. There is no need to go into the discipline of numbers, the laws created by mathematicians, and the organizing principles evolved by them, in terms of which they work and to which they consciously submit themselves in order that their creative capacities may be not shackled, but liberated.

All freedom in life is gained through submitting to self-acknowledged and self-imposed laws, self-imposed systems of organization

and standardization which must be reconceived and recreated from time to time. If you are to achieve results with the tools of communication you wish to employ, you must have a standardized kit of tools calibrated to fit the nuts and bolts of your culture. You must grow adept in their use under a wide variety of situations.

### USES OF COMMUNICATIONS IN THE SCHOOL<sup>2</sup>

Many of our modern means of communication depend upon the use of the English language. We find its usage necessary to most of our work and our play. Few school classes could accomplish anything if they tried to ignore the use of the written or spoken language. Does it not follow, then, that prospective elementary or secondary teachers of geography or arithmetic, history or civics, physical education or industrial arts, should earnestly seek to promote among their students a keener understanding of, and familiarity with, that element of our social structure upon which we are all so dependent?

On the basis of available information, educators have concluded that one of the major causes for the interest of a student in his elementary, secondary, or college course, is directly traceable to the teacher's ability to communicate to the student the subject-matter which he knows. The teacher of subject-matter never ceases to be primarily a teacher of youth and his personality and language usage should be exemplary. Obviously, since young people are highly imitative by nature, they will attempt to emulate the speaking and writing habits of their teachers.

Although our schools are making more and more use of visual materials, it is still true that the vast majority of teaching and learning situations are verbal. If there is any single basic skill which is essential to almost all intellectual and social activity, it is language. It is apparent, therefore, that all members of a faculty must co-operate fully if the language-arts program is to succeed.

But, must the teacher of mathematics, history, and industrial arts be concerned with raising the level of his student's language competence merely to aid and sustain the efforts of the English teacher? By no means, for the truth of the matter is that increased clarity and forcefulness of expression will tend to produce increasingly incisive, productive, and meaningful classroom work, whether it be in history, industrial arts, physics, or physical education.

History teachers, for example, often find it necessary to give

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<sup>2</sup> Most of the material in this section is taken from the unpublished paper, "Words at Work in the School," by Otto B. Moor and Robert Boyd.

their pupils an essay-type test. The intelligent history teacher, with a high degree of language facility, will be able to state his questions in such a way as to avoid difficult or abstract phraseology, will present them so that they are understood by all members of the class, and will be able to bring about the desired type of response. And the difficulties encountered in presenting tests composed of objective-type questions will be largely overcome by the ability of the language-competent instructor to phrase his questions clearly, without any possibility of double meanings.

Prospective physical education instructors might challenge the cry for language competence on the grounds that since athletics is an activity based upon bone, muscle, and co-ordination, there is no need to concern themselves with language improvement. But the number of successful football and basketball coaches who instruct their charges by sign language is limited.

Industrial arts, chemistry, and physics instructors, and teachers in schools of nursing often demonstrate proper procedures or techniques to their students in preparation for actual work with experiments and projects. Recognition of the price of losing a finger or an eye through faulty or careless technique is sufficient to stimulate the teacher to impart necessary instruction in as clear, straightforward, and effective a manner as possible. By employing correct and meaningful language, the instructor is able to inform his students of what is to be accomplished, how it will be accomplished, and where the dangers lie.

The practice of encouraging students to engage in oral discussions has long been recognized as an effective teaching method. To ensure the success of such an undertaking, however, the teacher must (1) keep the discussion from excessive digression, (2) ensure a hearing for all students, (3) safeguard factual accuracy, and (4) encourage the students to apply the discussion to their life interests. In this free give and take of class discussion, the teacher must be alert to the power which well-chosen words can wield. Facts spring to life; data becomes usable and worthwhile; and new insights are gained.

The teacher's activities both in and outside the school are so infinitely varied, and sometimes so painfully complex, that a thorough command of the English language is absolutely essential for his success as an instructor.

Secondary as well as elementary teachers are daily confronted with the additional tasks of telling or dramatizing stories, or of revising material to meet the needs of a particular class. Then, too,



the previous lesson or two must often be summarized to provide an attractive and motivating introduction to the work at hand. Instructions for homework must be clear and to the point. And no teacher escapes those youthful but persistent inquisitors who almost daily request an explanation of words insufficiently defined in the text.

The problem of maintaining friendly and constructive relations with the public adds to the teacher's language responsibilities. Those disappointed, irate, or puzzled parents who present themselves before the teacher, sometimes with disturbingly monotonous regularity, must be given honest though diplomatic reasons for their sons' and daughters' failure to do acceptable work. Contemptuous or even complacent disregard for this last responsibility will serve only to widen the breach between the classroom and the home, co-operation will be negligible, and the students will suffer from the resulting discord.

Behavior problems, too, constantly tax the instructor's capacity for language familiarity. By the simple process of selecting and substituting a firm though friendly word for a harsher or more disturbing one, hostile situations may almost instantly be transformed into thoroughly congenial pupil-teacher relationships. But heaven help that teacher whose corruptions of the principle and spirit of intelligent verbal guidance reveal a total disregard of the need for language competence. A chaotic teaching situation can be the only result.

Does it not follow, therefore, on the strength of implications revealed by the foregoing examples and illustrations, that as a prospective teacher, regardless of grade or subject matter, you should earnestly seek to promote among your students a keener understanding of, and familiarity with, language competence? Each teacher must accept the responsibility for developing students' abilities in self-expression since language is a basic tool of life. The English teacher cannot perform the task alone; his efforts must be aided and sustained by *all* members of the faculty.

#### MINIMUM STANDARDS EXPECTED OF PROSPECTIVE TEACHERS

By now you must be aware of the importance of the proper use of the English language and of your own facility in speaking and writing it effectively. You should set your own standards of achievement in these areas and strive to achieve the greatest possible improvement during your professional training.

Your use of the written language will be reflected largely



through your work in English composition courses. Your grades in your courses will be used as a measure of your accomplishment. Unless you receive a grade of at least "C" in English 401 or English 412, you must plan further remedial work if you hope to continue in the teacher-training program. This record of grades in English courses will be supplemented by reports from instructors in professional courses, and you will be expected to demonstrate good usage and an ability to express yourself clearly in writing. Your progress in these areas is considered at the time of Admission to Junior Standing and at the time of Admission to Student Teaching.

In Survey 407 you are given an opportunity to discover how well you handle vocal expression. If you have difficulty in expressing yourself clearly when you talk, or if you feel a shyness about talking in a group or before a class, you should talk with the speech consultant about a program of work which can help you to develop self-confidence. Although you may not be required to take a course in speech or public speaking, many of the graduates of this college feel that they missed an opportunity in not doing so. Such a course can help develop a consciousness of the effectiveness of various uses of your voice and can help you to make your speech more meaningful in a variety of situations. Your speech is one of your competencies which is checked at Junior Standing.

Oral and written English are not the only means of communication in the classroom, however. You will find that movies and radio may often supplement your own work. Blackboard drawings, charts, graphs, maps, recordings, and many other supplementary aids may be used to make the subject-matter more interesting and the teaching process more effective. Emphasis will be given to these techniques in your methods courses, and some check will be made on your progress in developing abilities in using them before you are admitted to Student Teaching.

### CONCLUSION

Perhaps all the illustrations used in this chapter are a complicated way of saying a very simple thing. If you are to be an educated person, you must develop the ability to use one or more of the many instruments of communication expertly, and you must expect to work long and hard at accomplishing this. When you have achieved relative mastery of the media of communication and *you have developed the desire and the capacity to use your talents*

*for building a community of mind among those with whom you work, then you will be making a great contribution toward the development of those you teach. For when you achieve these ends, you will be teaching others whether you are working in a school system or not.*

### SOMETHING TO THINK ABOUT

1. Choose some medium of communication with which you are relatively unfamiliar, such as folk dancing, clay modeling, sculpture, cartooning, or woodworking. Visit a class in this area on the campus, in the Adult Evening School, in a public school, or in a social agency. Are the students really trying to communicate something? What? What kinds of things does the instructor think can be communicated through his particular medium?
2. Suppose you wanted to make the point with a group of high-school students that each should choose an occupation in terms of his interests and abilities. List a dozen ways in which this idea might be communicated to them. Is there any one best way of making this point? What are the reasons for your answer?
3. Undoubtedly many people you know readily establish "community of mind" as described in this chapter, while many others fail to do so. Take one person from each group and analyze why he succeeds or fails.
4. List all the things which attract or repel you in the people with whom you come in contact for one day. At the end of the day examine your list to see if any of these points influence the effectiveness of these people in communicating with others.
5. Are you successful in establishing "community of mind"? Why or why not? What can you do which will make you more successful? Discuss this point frankly with one or two of your best friends.
6. Look for some evidence of propaganda in your daily paper. Analyze it and bring it to class for a discussion.
7. Think of some of the radio programs you have heard, books you have read, and movies you have seen. Did they promote a "community of mind"?
8. Did they serve a propaganda function? Discuss some of these in class or with some of your friends.

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## NOTES



## CHAPTER X

### WHAT ABOUT FIELD EXPERIENCE?

One of the most frequent criticisms of a teacher-training institution is that it has spent too much time on theory and not enough time on practice. Many teachers complain that they failed to get the proper perspective on teaching while in school because they restricted their learning too largely to books. In an effort to meet the challenge of those criticisms many colleges have set up field experience programs to provide for more actual experience for their students.

The College of Education at The Ohio State University tries to stress not only quantity of experience but also the quality of the experience you have. It is interested in the value which you have received from the experiences and the relationships you have recognized between them and the problems which you will face as a teacher.

In a study of the students considered for Junior Standing in the school year 1945-46, it was discovered that the highest single factor causing students to be given conditional admission to Junior Standing was that of insufficient field experience. Thirty-one per cent of all students considered were conditioned on field experience. Many others were not conditioned but were strongly advised to take further work which would strengthen them in this area.

In a recent survey of teachers who had graduated from the College of Education, it was found that most of the group interviewed favored a requirement of some type of supervised field experience while in college. Many of them regretted that they had not taken advantage of the opportunities for such experience that were offered by the College. Another study revealed that even those students who left school before graduation felt that their field experience was of great value to them. The following quotations represent a sampling of opinions of former students:

"More emphasis should be placed on field work, so students will have a background of actual experience to correlate with education courses which deal in theory."

"I think your Junior Standing Program, as I know it, is a splendid one. Especially do I like your requirement making prospective teachers do field

work before they obtain junior standing. My husband and I are seeing more and more how important it is to have one's theory connected with practical experience *before* leaving college."

"Varied field experience cannot be stressed too much. Teaching duties involve much more than actual classroom instruction. I think it is an excellent idea to urge prospective teachers to get as much experience as possible."

Such studies have led to an increased emphasis on the need for practical experience. The collegē has tried to expand the services of its Office of Student Field Experience and the Survey courses have endeavored to deal more thoroughly with the evaluation of field experience so that students could begin early to plan a program of adequate experience.

On page 99 you will find a copy of the "Experience Record" which is submitted by each student at the time he is considered for Junior Standing. You will have an opportunity to submit your record to your adviser and have it evaluated so that you will know how you stand. You can then include planning for field experience in your planning paper.

You will note that the report stresses three types of experience: (1) work for pay, (2) experience with youth, and (3) experience with adults. You may find that you have more than enough experience in one area, but this will not excuse you from the requirements in the other areas. You are most likely to have had the experiences in the first and third areas; therefore, the college makes the greatest effort to provide you with experiences in the second area.

If you are deficient in experience in work for pay, you should plan to take a part-time job or arrange for work during the summer. It is best to arrange for work with some one other than members of your family or close friends. It is also preferable that you arrange to work in a situation where there are several employees so that you can talk with others and get the opinions of other working people. This type of experience should help you considerably in understanding the problems of the community when you begin teaching.

If you are deficient in experience with people of your own age or older adults, you should investigate the possibilities of some extra-curricular activities on the campus. Responsible participation and leadership in such organizations can help you substantially in developing poise and self-assurance, as well as in teaching you many techniques for working with groups. Other experience in community organizations such as church clubs, service clubs, social clubs, and the like, can help develop your competencies in these

## EXPERIENCE RECORD

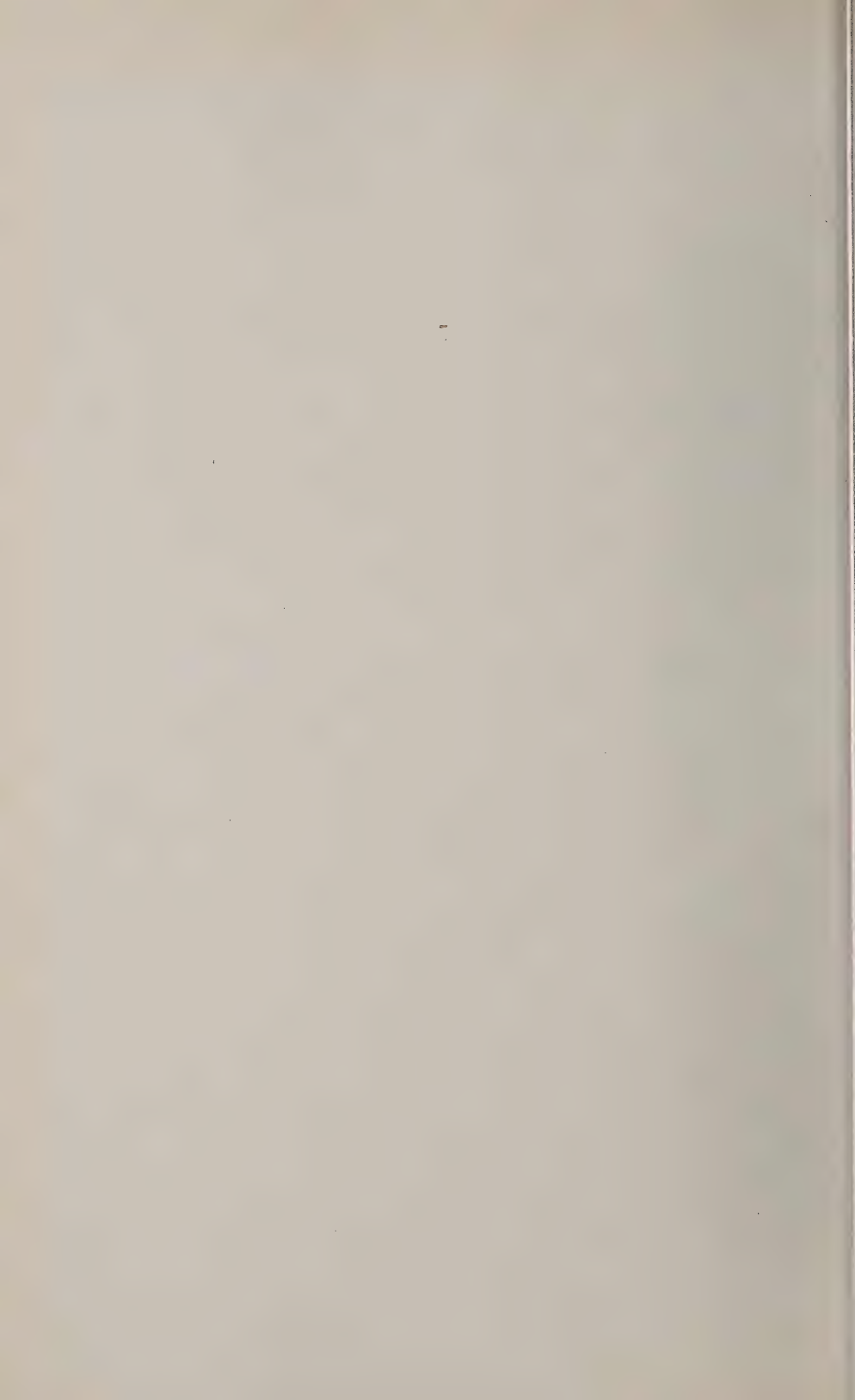
NAME..... MAJOR..... ADVISER..... DATE.....

For Admission to Junior Standing you are required to have at least 100 points of responsible field experience in activities which have significance as a background for teaching. This experience should be in at least three areas:

1. Experience in some responsible job where you have worked for pay and have been subject to rules, regulations, and supervision of an employer.
2. Experience in leadership or supervision in some youth-serving agency such as settlement houses, camp counseling work, Boy or Girl Scouts, or in a school situation such as the September Field Experience Program.
3. Experience in working with people in your own age group or older adults in which you have carried or are now carrying responsibility or leadership. Include military experience.

In the space below or on the back of the page list the experiences you have had in each of these three areas. List when and where you worked, the *name and business address* of your employer or supervisor or organization, the length of time spent in the work (hours per week and duration of experience), and discuss in detail the responsibilities which you carried in each case. Distinguish clearly between experience *before* and *after* leaving high school.

After listing the activities, *explain carefully* in what way you felt this experience was of value to you in preparing you to be a better teacher.







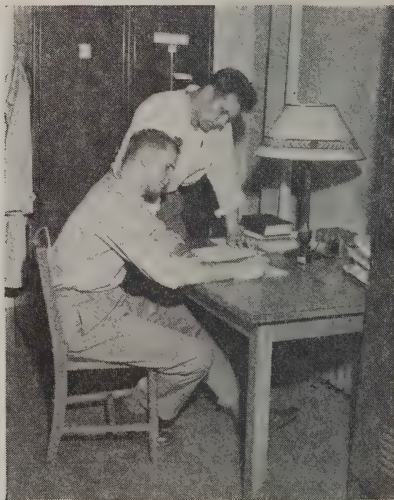
THROUGHOUT OHIO, PUBLIC SCHOOLS LIKE THESE OFFER FACILITIES FOR  
PRACTICAL EXPERIENCE THROUGH THE SEPTEMBER FIELD  
EXPERIENCE PROGRAM





SEPTEMBER FIELD EXPERIENCE  
PROVIDES YOU OPPORTUNITIES  
TO WORK WITH EXPERIENCED  
TEACHERS AND TO OBSERVE  
THEIR METHODS

WORKING WITH INDIVIDUALS  
WILL HELP YOU UNDERSTAND  
PROBLEMS OF LEARNING





areas. Experiences of this type can do much to prepare you to take an active part in the staff activities of your school and in community organizations.

If you are deficient in experience with young people, it would be well for you to consider the programs offered by the College to give you some valuable experience under competent supervision and guidance. You might be interested either in the September Field Experience program or the Community Service Experience program.

*September field experience.*—In this program you will spend one or more weeks in some public school of the state, helping with various aspects of the program. Often this work can be arranged to give you experience in areas in which you are particularly interested, but in addition it will provide you with an opportunity to get a broad view of the problems and the activities of the school and an understanding of the relation of the school to the community.

Many students feel that it is advisable that you plan to do your field work in some school other than the one where you did your own high-school work. Some students have carried on such work a second time and have found the additional experience to be varied and valuable to them.

You may receive course credit for such work by registering for Education 502. This will count as a professional elective. In order to secure credit for Education 502, you must spend at least two weeks in a school and attend a series of group meetings during the following quarter. This provides an opportunity to discuss and evaluate the experience you have had. You should make arrangements for this work at least a quarter before you plan to work in the public school.

Each week of satisfactory work in the school is considered as equal to 20 points toward your Junior Standing requirements.

*Community service experience.*—By registering for Education 505, a "practicum" course which is acceptable as a professional elective, you may take advantage of the program offered in supervised experience in dealing with groups of various ages in community agencies in and around Columbus. You may register for 2 to 5 credits per quarter and will do about 20 hours of field experience work each quarter for each credit. Each credit hour of satisfactory work in Education 505 will earn you 20 points toward your Junior Standing requirements.

*Registration for field experience courses.*—In order to register for Education 505 or for September Field Work, you must take the following steps:

1. Obtain your adviser's approval.
2. Go to Room 103, Arps Hall, and complete the application forms. Make an appointment to see the Assistant Co-ordinator of Student Field Experience.
3. Take the Adviser's Approval Card and the application forms to this appointment.
4. Get Assistant Co-ordinator of Student Field Experience to approve the Approval Card.
5. Go through regular procedure for registering for next quarter.
6. Upon receiving approved schedule card from the Registrar, return with it to Room 103, Arps Hall, and indicate what time you will have free to do your field experience work.
7. Attend the first mass meeting of Education 505 at the beginning of the quarter to get your final assignment (or attend group discussion meetings to follow up the September Field Experience).

*Other experiences through observations and field trips.*—The Office of Student Field Experience, Room 103, Arps Hall, is the clearing-house for all visits to Columbus schools. Such visits and observations or field trips to other places of general interest near the University can be valuable supplements to your regular school experiences. If you wish to know more about the possibilities of field experience, feel free to use this office at any time.

The following list of possible field trips that you may take as a class, or as small groups, or as individuals may help you select some experiences to supplement the work of your college courses.

1. American Education Press, 400 S. Front St.
2. Children's Hospital, 567 S. 17th St.
3. Columbus Museum of Art, 580 East Broad St.
4. University School, Campus.
5. Juvenile Detention Home, 50 East Mound St.
6. Domestic Relations Court, 50 East Mound St.
7. Gladden Community Center, 63 West Town St. (or any other community centers)
8. Columbus Gallery of Fine Arts, 480 E. Broad St.
9. Ohio State School for the Blind, 660 E. Main St.
10. Ohio State School for the Deaf, 450 E. Town St.
11. Hoyt Sherman's studio, Hayes Hall, Campus.
12. Boy Choir School, Broad St. Presbyterian Church, 760 E. Broad St.
13. Museum of Ohio State Archaeological and Historical Society, 15th Ave. and High St.
14. Sullivant Gardens Day Nursery, 514 Mt. Calvary Ave.
15. State School for the Feeble-Minded, 1601 W. Broad St.



16. Columbus State Hospital (Occupational Therapy Room), 1960 W. Broad.
17. Pre-school Training Program, Basement, Campbell Hall.
18. Elementary Children's Program (Saturdays), Pomerene Hall, Campus
19. Open Air School, 2571 Neil Ave.
20. Goodwill Industries, 94 N. 6th St.
21. Franklin County Relief Administration, 204 S. Wall St.
22. Battelle Memorial Institute, 505 King Ave.
23. Hare Orphan's Home, 2104 Huller St.
24. Ohio State Unemployment Service, 427 Cleveland Ave.
25. Methodist Children's Home, Worthington, Ohio
26. Salvation Army Lodge, 138 E. State St.

## NOTES

## CHAPTER XI

### WHAT OCCUPATIONAL OPPORTUNITIES ARE OPEN TO YOU IN EDUCATION?

In your planning, undoubtedly you have asked yourself a number of questions as you looked at teaching as a possible vocation. Perhaps you are uncertain whether or not you wish to teach. Possibly you know that you wish to teach, but are not clear as to the areas in which you would like to work. Certain kinds of information should be of very practical value in clarifying these and other points. Thus, placement figures in the various teaching fields and combinations of subjects most in demand may be helpful. The salaries beginning teachers receive and the opportunities for increases in salary throw light on the financial outlook for teachers. The routes of promotion and the factors influencing promotion are closely related to the financial aspects of teaching.

The tenure of teachers on their jobs and teachers' retirement plans deserve consideration. The teaching opportunities not normally thought of as outlets as well as the non-teaching opportunities for those trained as teachers may influence decisions. The factors which improve chances of placement and discriminate against placement need mention. Information about teachers' organizations and professional periodicals with which the prospective teacher should be familiar may be useful. This chapter presents information about such factors.

*What Teaching Opportunities Were There in 1947 for Ohio State University College of Education Graduates?*<sup>1</sup>—The College of Education at The Ohio State University had a graduating class of 469 in 1947, the largest since 1940. Of this number, 41 received the Bachelor of Fine Arts degree and 27 received their degrees in Occupational Therapy, making a total of 68 graduates not qualified for, nor interested in, teaching. Ninety-eight per cent of those available for teaching were placed in teaching positions—the corresponding figure for 1946 was 96 per cent.

The number of graduates of the College of Education for each of the past 10 years is listed in Column 2 of Table II. Column 3

<sup>1</sup> Most of the material in this section is a direct quotation from L. N. Nicholas and M. A. Ewan. "Teaching Opportunities in 1947," *Educational Research Bulletin* XXVII (February, 1948), 29-36.

lists the number wishing to teach and available for placement in the year of graduation. It seems significant that the number interested in teaching increased by 58 over last year's figure, and the total number receiving certification in 1947 was 143 greater than the previous year. Of those qualified candidates who did not teach in 1947, by far the largest number returned to the University for graduate study.

An analysis of the 3,281 requests for high-school teachers is given in Table III. The first column lists the subject or teaching field for which the call was given. The number of calls for each subject as a major is noted in Column 2. The requests which involved teaching only one subject are listed in Column 3. The number of times a subject was listed as a teaching minor (or second subject) along with some other subject as major is given in Column 4. Columns 5, 6, 7, and 8 show the minor fields requested most frequently with each major subject.

Home economics rates first in the number of requests this year, as it was rated first in 1946. There were 393 requests for home-economics teachers, and 343 of those requests were for home economics alone. Music was a close second with 389 calls for certified music teachers; 355 of these required teaching in only the one field. Other subject-matter fields following home economics and music in

TABLE II

PERCENTAGE OF GRADUATES OF THE COLLEGE OF EDUCATION WHO HAVE SECURED TEACHING POSITIONS IN THE LAST TEN YEARS

Year	Number of Graduates*	Number Wanting to Teach	Percentage of Graduates Who Secured Teaching Positions	Percentage of Graduates Not Available
(1)	(2)	(3)	(4)	(5)
1938.....	512	439	73	0.14
1939.....	522	452	73	0.13
1940.....	543	448	76	0.18
1941.....	439	296	85	0.53
1942.....	365	206	97	0.44
1943.....	347	194	97	0.44
1944.....	251	169	90	0.32
1945.....	306	269	97	0.12
1946.....	303	202	96	0.33
1947.....	469	260	98	0.44

\* The graduates who complete their work during the fall quarter of any year are counted as graduates of the following year, for it is then that they become available for placement.



TABLE III

ANALYSIS OF HIGH SCHOOL CALLS RECEIVED BY THE DIVISION OF APPOINTMENTS  
FOR THE YEAR 1947

SUBJECT OR TEACHING FIELD*	NUMBER OF CALLS IN 1947			NUMBER OF TIMES OTHER SPECIFIC SUBJECTS† WERE CALLED FOR IN COMBINATION WITH THE SUBJECT CONSIDERED				
	Total	As a Single Subject	Combined with Other Subjects					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
Agriculture (Ag) ....	55	50	5	GS 4	Bi 1			
Arts—								
Fine (FA) .....	139	131	8	Mu 2	IA 2	En 1	HE 1	
Industrial (IA) ....	267	212	55	PE 26	Sci 11	Ma 11	SS 3	
Commercial (Com) ...	249	222	27	PE 11	En 7	Ma 3	HE 3	
Distributive								
Educ. (DE) .....	2	2						
English (En) .....	301	140	161	SS 42	La 35	Sp 15	S 8	
Dramatics (Dr) ....	5	1	4					
Journalism (Jo) ...	2	2						
Speech (Sp) .....	30	13	17	En 9	Dr 6	SS 1	Fr 1	
Geography (Ge) ....	8	7	1	SS 1				
Home Economics (HE)	393	343	50	En 14	Com 6	GS 6	PE 5	
Languages (Lang)‡..	109							
French (Fr) .....	20	2	18	En 7	SS 3	Ger 2	S 2	
German (Ger) .....	2	1	1	Sp 1				
Latin (La) .....	50	15	35	En 17	S 7	SS 5	Fr 3	
Spanish .....	37	16	21	En 9	Fr 5	La 4	Ma 2	
Library (Li) .....	51	48	3	En 2	La 1			
Mathematics (Ma) ...	199	112	87	Sci 41	PE 17	En 4	Ch 4	
Miscellaneous (Misc) .	93							
Music (Mu) .....	389	355	34	En 21	FA 4	SS 4	PE 3	
Nursing (Nu) .....	19	19						
Personnel and								
Guidance .....	41	41						
Physical Education—								
Men .....	251	127	124	SS 31	Ma 29	IA 24	Sci 18	
Women .....	170	139	31	En 10	SS 6	Sci 2	HE 2	
Psychology .....	20	20						
Science (Sci)‡ .....	226							
Biology (Bi) .....	54	15	19	PE 5	GS 4	SS 3	Phy 3	
Chemistry (Ch) ....	17	10	7	Phy 4	Ma 2	GS 1		
General Science (GS)	125	58	67	Ma 28	PE 18	Bi 11	Ch 3	
Physics (Phy) .....	50	15	35	Ma 8	Ch 8	PE 6	Bi 4	
Social Studies (SS) ..	176	109	67	PE 24	En 16	Ma 5	Bi 3	
Special Educ. (SE) ..	86	86						
Total .....	3281	2294						

\* In the parenthesis after each subject is given the abbreviation used in Columns 5-8.

† Columns 5-8 show additional subjects listed on calls in Column 4.

‡ Totals on the subgroups for languages and for science are given in *italics* in Column 2, but they are not included in the Final total figure.

the order of the number of calls received are: English, 301; industrial arts, 267; physical education for men, 251; commercial, 249 (this number is a great increase over the 27 calls received in 1946); science, 226; mathematics, 199; social studies, 176; physical education for women, 170; fine arts, 139; and language, 109.

The requests for teachers of special education increased from 43 in 1946 to 86 in 1947. Columns 1 and 3 indicate that there is greater opportunity for teaching only one field in these so-called "special" subjects, such as music, home economics, commercial, industrial and fine arts, and physical education for women.

The most frequent minors (or second subjects) requested were science, English, physical education, social studies, and mathematics, nearly all of them regular academic subjects. There were 51 calls for school librarians, which is almost the same number as was requested last year. The requests for speech and for personnel and guidance specialists showed a definite increase.

Table IV lists the number of graduates in each field for the years 1946 and 1947, and the percentages of placement for each field. A comparison of Tables III and IV shows the differences in numbers graduating, numbers available, and the number of calls received in each particular field. Music, home economics, commercial, industrial and fine arts, science, and mathematics were the subjects in which there were the fewest graduates and for which the greatest number of calls were received.

There was an alarming increase in the requests for elementary teachers. This increase amounted to 44 per cent. In 1947 the Division of Appointments received 1,711 calls for teachers to be employed in areas below the high-school level. These requests were as shown in Table V.

The greatest number of calls was received for teachers of the primary grades (748), with intermediate grades next in demand (712). There was a great increase in the requests for kindergarten teachers since the number of calls received is more than double the number received in 1946. The 11 elementary teacher-principals taught nearly a full-time schedule, usually at the intermediate grade level, and in addition to this carried on the administrative responsibilities of the building. The increased need for elementary teachers was made more significant by the fact that the number of elementary majors graduated in 1947 was only 66, and of this number only 48 were available for positions. In 1946 there were 87 majors and 71 wished to teach. These figures seem to indicate a definite need for recruitment, particularly on the elementary level.

TABLE IV

THE NUMBER OF MAJORS IN EACH FIELD, NUMBER INTERESTED IN TEACHING, AND PERCENTAGES PLACED IN EACH AREA, FOR THE YEARS 1946 AND 1947

Subject	Number of Majors in 1947*	Number Desiring Teaching Positions in 1947	Percent-ages Placed in Teaching Positions in 1947	Number of Majors in 1946	Number Desiring Teaching Positions in 1946	Percent-ages Placed in Teaching Positions in 1946
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Arts—						
Fine .....	18	13	100	12	7	100
Industrial .....	32	24	100	13	11	81.9
Commercial Education	21	13	92.3	9	6	100
Elementary Education	66	48	100	87	71	98.6
English .....	42	24	95.8	23	12	83.4
Speech .....	15	11	81.8	10	3	100
Geography .....	1	1	100			
Home Economics ....	4	2	100	1	0	
Languages—						
French .....	2	1	100	5	3	33.3
German .....				1	0	
Latin .....	1	1	100	1	1	100
Spanish .....	13	7	85.7	8	5	100
Mathematics .....	21	12	100	6	3	100
Music .....	18	15	100	22	11	81.9
Nursing Education...	8	8	100	6	3	100
Physical Education—						
Men .....	30	14	100	10	8	100
Women .....	15	11	100	17	10	100
Psychology .....	9	5	80	6	4	50
Science—						
Biology .....	23	16	100	13	8	87
Chemistry .....	13	5	100	2	1	100
General Science....	21	11	100	4	1	100
Physics .....	4	3	100			
Social Studies .....	93	55	98.1	44	23	87

\* Double majors are counted in each field.

	1947	1946
Total graduating .....	469	303
Total degrees in B. of F.A. and O.T. ....	68	45
Total qualified to teach.....	401	258
Total not available .....	141	56
Total desiring to teach.....	260	202
Total accepting positions .....	255	194

TABLE V

	Number of Calls
Nursery schools.....	16
Kindergarten .....	207
Primary (Grades I, II, III).....	748
Intermediate (Grades IV, V, VI).....	712
Junior high (Grades VII, VIII).....	17
Building teacher-principal.....	11

1,711

*What kind of salary would you receive in a teaching position?—* According to data released by the State Department of Education,<sup>2</sup> superintendents report the average salaries of their teachers to be as shown in Table VI.

TABLE VI

	ELEMENTARY TEACHERS		HIGH SCHOOL TEACHERS	
	This Year	Last Year	This Year	Last Year
Cities .....	\$2550	\$2130	\$2980	\$2560
Counties .....	2074	1592	2535	2176
Exempted Villages .....	2338	1847	2721	2382

Through increased local and state support for education during the past two years the people of Ohio have demonstrated their interest in more adequate financial program for schools. Two years ago 70 per cent of Ohio's teachers received less than \$2400 per year, whereas today there are 32 per cent in this same classification. Today 68 per cent of the teachers of Ohio are receiving salaries of \$2400 and above. Salaries for teachers of special subjects in most cases started above the salaries offered in regular academic areas. Table VII shows increases in several Ohio schools since 1946.

Those who accepted positions with the Dependents School Service in Europe received salaries of \$3525 per year plus transportation both ways. Salaries on the calls from the foreign field ranged all the way from those comparable to similar positions in the United States to salaries as high as \$10,000 for assistant and chief advisors in education with the United States military governments in Japan, Korea, and Germany.

Each *new* teacher certified in 1947 was sent a questionnaire by the State Department of Education asking for information concerning his employment and salary. Of the 2,244 high-school teachers contacted, 889 returned the questionnaire.

The replies are summarized below.

- 204 Employed in city schools at a median salary of \$2200  
Range: \$1800–\$3300
- 306 Employed in county schools at a median salary of \$2225  
Range: 1700– 3200
- 44 Employed in exempted village schools at a median salary  
of \$2300 Range: 1935– 2950
- 68 Employed in other states at a median salary of \$2400  
Range: 1700– 4200
- 32 Employed in parochial schools of Ohio
- 21 Employed in parochial schools of other states

<sup>2</sup> H. J. Bowers. *Teacher Certification in 1947*. Columbus: State of Ohio, Department of Education, 1947.



- 27 Employed as substitute teachers in Ohio
- 109 Employed in fields other than teaching
- 20 Married and not interested in teaching
- 58 Doing graduate work and teaching in college

Replies from 342 new elementary teachers certified in 1947 are summarized below.

- 129 Employed in city schools at a median salary of \$2100  
Range: \$1600–\$2800
- 119 Employed in county schools at a median salary of \$2000  
Range: 1600– 2700
- 11 Employed in exempted village schools at a median salary  
of \$2000  
Range: 1800– 2400
- 20 Employed in other states at a median salary of \$2200  
Range: 1400– 3500
- 30 Employed in parochial schools of Ohio
- 33 Not teaching

Although many school systems in Ohio still maintain a salary differential for elementary and high-school teachers, the single salary scale has become increasingly more common throughout the state. Under the single salary scale all teachers with the same amount of training and experience receive the same salary regardless of the grade or subject they teach. In this way it is hoped that good teachers will remain in the field or grade level in which they do a successful teaching job rather than move on to other areas just because the pay is higher. In other words, under a single salary scale, the well-qualified elementary teacher receives the same salary as her high-school colleague who has equal experience and training. The salary scales of several Ohio communities are compared in Table VIII.

*What should you know about teacher certification in Ohio?*<sup>3</sup>—In order to teach in the public schools of the state of Ohio one must be certified by the Ohio State Department of Education. Certificates are issued to those completing minimum requirements set up for each teaching field. Specific regulations for each area are outlined in the booklet, *Laws and Regulations Governing the Certification of Teachers, Administrators, Supervisors and School Employees in Pupil-Personnel Service* which is published annually by the Department.

The purposes of teacher certification as revealed in the Ohio statutes are: (1) to protect the school children of the state from

<sup>3</sup> The material in this section is drawn from two booklets prepared by Harold E. Bowers, *Teacher Certification in 1947*, and *Laws and Regulations Governing the Certification of Teachers, Administrators, Supervisors and School Employees in Pupil-Personnel Service, January 1, 1948*, both published by the Ohio State Department of Education, Columbus, Ohio.

TABLE VII—TEACHERS' SALARY SCHEDULES IN TYPICAL OHIO CITIES IN 1945-46 AND 1947-48

	MARCH, 1946				JANUARY, 1948				INCREASE <sup>  </sup>			
	Elementary		Secondary		Elementary		Secondary		Elementary		Secondary	
	Min. \$	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Athens .....	\$1400	\$2950	\$1400	\$2950	\$1800	\$3100	\$1800	\$3100	\$ 400	\$ 150	\$ 400	\$ 150
Barberton† .....	1500	2850	1500	2850	1800	3100	1800	3100	300	250	300	250
Cambridge .....	1000	1450	1350	2000	2000	3000	2000	3000	1000	1550	1000	1550
Canton .....	1520	2280	1520	2945	2042	2992	2137	3467	522	712	617	522
Chillicothe† .....	1170	2040	1590	2580	2000	3225	2325	3425	830	1185	410	645
Cincinnati .....	1550	3350	1550	3350	2300	4000	2300	4000	750	650	750	650
Cleveland .....	1800	3750	1800	3750	2400	4500	2400	4500	600	750	...	750
Columbus .....	1425	3050	1425	3050	2050	3675	2050	3675	625	625	625	625
Dayton .....	1562	2827	1778	3105	2050	4000	2000	4000	438	1173	222	895
Findlay .....	1200	2250	1500	2550	2020	3175	2020	3175	820	925	520	625
Gallipolis .....	1191	1767	1191	1767	2000	3200	2000	3200	809	1433	809	1433
Greenville .....	1350	1980	1575	2340	2250	3000	2250	3000	900	1020	675	660
Ironton .....	1212	1764	1212	1764	2100	2700	2100	2700	888	936	888	936
Lancaster .....	1550	2500	1550	2500	2100	3300	2100	3300	550	800	550	800
Lorain .....	1780	2880	1780	2880	2250	3450	2250	3450	470	570	470	570
Marion .....	1242	1872	1512	2367	1900	3100	1900	3100	658	1228	388	733
Norwood .....	1300	3350	1650	3350	2100	4000	2100	4000	800	650	450	650
Painesville .....	1200	3000	1200	3000	2000	3200	2000	3200	800	200	800	200
Piqua .....	1100	1650	1400	2300	1900	3100	1900	3100	800	1450	500	800
Portsmouth .....	1300	2135	1560	2361	2000	3000	2000	3000	700	865	440	639
Shaker Heights .....	1900	4000	1900	4000	2380	4700	2380	4700	480	700	480	700
Springfield .....	1500	2700	1500	2700	2000	3600	2000	3600	500	900	500	900
Steubenville .....	1300	2500	1300	2500	2050	3450	2050	3450	750	950	750	950
Upper Arlington .....	1500	3000	1500	3000	2200	4600	2200	4600	700	1600	700	1600
Washington C. H. .....	1008	1944	1008	1944	2250	3000	2250	3000	1242	1056	1242	1056
Warren .....	1377	2850	1660	3135	1805	3515	1805	3515	428	665	145	380
Wooster .....	900	2200	900	2200	2200	3400	2200	3400	1300	1200	1300	1200
Youngstown .....	1490	2790	1490	3290	2000	3950	2000	3950	510	1160	510	660
Zanesville .....	1841	2721	1841	2721	2341	3221	2341	3221	500	500	500	500

\* Data for 1945-46 were compiled from report prepared in March, 1946, by Superintendent J. H. Mason, Canton, Ohio. Data for 1947-48

were compiled in January, 1948, from reports filed in the office of the Ohio Education Association.

† Women paid \$100 less in March, 1946.

‡ Minimum: at Bachelor's degree level.

|| "Increase" columns represent differences between March, 1946, and January, 1948, salaries.

TABLE VIII

TEACHERS' SALARY SCHEDULES IN TYPICAL OHIO CITIES, 1947-48\*

CITY	ELEMENTARY OR SECONDARY† TEACHERS WITH BACHELOR'S DEGREE			ELEMENTARY OR SECONDARY† TEACHERS WITH MASTER'S DEGREE		
	Min.	Max.	Years‡	Min.	Max.	Years‡
Athens . . . . .	\$1800	\$2700	11	\$2000	\$3100	11
Barberton§ . . . .	1860	2660	20	1960	2840	20
Cambridge . . . . .	2000	2900	10	2100	3000	10
Canton   . . . . .	2042	2897	10	2137	2992	10
Chillicothe . . . . .	2000	3000	13	2100	3225	15
Cincinnati . . . . .	2300	....	..	....	4000	..
Cleveland . . . . .	2400	4200	..	....	4500	..
Columbus . . . . .	2050	3550	13	2175	3675	14
Dayton . . . . .	2000	3800	23	2200	4000	23
Findlay . . . . .	2020	2845	15	2130	3175	19
Gallipolis . . . . .	2000	3000	26	2200	3200	26
Greenville . . . . .	2250	2800	12	2450	3000	12
Ironton . . . . .	2100	2500	22	2300	2700	22
Lancaster . . . . .	2100	3140	15	2260	3300	15
Lorain¶ . . . . .	2250	3350	12	2350	3450	14
Marion . . . . .	1900	3000	13	....	3100	13
Norwood . . . . .	2100	3800	16	2300	4000	16
Painesville . . . . .	2000	3000	14	2200	3200	14
Piqua . . . . .	1900	2900	11	2000	3100	11
Portsmouth . . . . .	2000	2800	13	2100	3000	15
Shaker Heights . . . .	2380	4350	13	2480	4700	13
Springfield . . . . .	2000	3300	12	2100	3600	13
Steubenville . . . . .	2050	3250	15	2150	3450	16
Upper Arlington . . . .	2200	3400	12	2450	4600	12
Warren . . . . .	1805	3420	17	1900	3515	17
Washington C. H. . . . .	2250	2750	10	2400	3000	12
Wooster . . . . .	2200	3200	15	2400	3400	15
Youngstown . . . . .	2000	3850	18	2100	3950	18
Zanesville . . . . .	2341	2781	10	2946	3221	10

\* Compiled January, 1948, from current data received in the office of the Ohio Education Association.

† A single salary is in effect throughout, except where noted otherwise.

‡ Indicates number of years required to reach maximum salary level, assuming that each teacher begins at the minimum salary level.

§ Male teachers are paid \$100 more per year.

|| Secondary teachers are paid \$475 more per year; 15 years required to reach maximum.

¶ Male teachers are paid \$200 more per year.

incompetent teachers; (2) to protect the taxpayers of the state from a waste of public funds spent for incompetent teaching service.

The Department of Education believes that, properly administered, the certification system serves the following additional purposes: (1) to protect qualified teachers from the competition of those not qualified; (2) to raise the standard of training requirements for beginning teachers; (3) to improve teachers in service; and (4) to supply accurate information on teacher supply and demand.

A total of 4,214 certificates were issued to prospective new teachers in Ohio in 1947. One-fourth of these certified teachers are not teaching in the public schools of Ohio. In fact, the loss of teachers in Ohio in 1947 exceeds the supply of new teachers by 490. Superintendents report that 1,632 teachers are needed to relieve overcrowded classes and to reopen closed departments. There are approximately 4500 full-time teachers employed under temporary certificates who should be replaced with qualified teachers. The current shortage of fully qualified teachers in Ohio in 1947 is 6,132.

*What are some of the routes of promotion open to you in the teaching field?*—About one-third of the high-school teachers in Ohio have a Master's degree and a few have the doctorate. A large proportion of those with degrees beyond the Bachelor of Science in Education are located in the large school systems. It follows, therefore, that additional training is an asset for moving into better positions.

In general, there are four lines of advancement in the teaching profession: (1) classroom teaching in large systems; (2) administration, including principalships and superintendencies; (3) specialization of school work such as visiting teachers, guidance directors, school psychologists, directors of curriculum, and supervisors of instruction; and (4) college teaching and administration. From the practical standpoint graduate work is necessary for all of these. The Doctor's degree is essential for placement in most college positions. School-board regulations and legal requirements make teaching experience and additional training mandatory in some of these areas.

*What kind of retirement benefits might you expect as a teacher in Ohio?*—The provisions of the Ohio State Teachers Retirement System offer attractive features for Ohio teachers. Teachers may retire on pension after thirty-six years of service in Ohio schools,



at a minimum age of sixty if the years of service are less than thirty-six, or if permanently disabled before reaching these limits. Every teacher is required by law to contribute 5 per cent of his annual salary up to \$3000 to the retirement fund. The state contributes approximately the same amount as that paid in by the teacher. If a teacher leaves the Ohio schools he can withdraw what he has contributed with interest compounded at the rate of 4 per cent annually.

*What tenure provisions would affect you as a teacher in Ohio?*—The state teacher tenure law, called the continuing contracts law, went into effect September 1, 1941. It increases the assurance of continued employment for successful teachers. For schools of less than eight hundred enrollment a beginning teacher or one new to the system must be employed on a one-year contract for the first year. If retained he receives a three-year contract. Thereafter, if he is retained in the system, he must be offered a continuing contract by the board, provided he holds a professional, permanent, or life certificate.

After a teacher has been employed in a school of more than eight hundred enrollment for three years, and holds a professional, permanent, or life certificate, three alternatives are available to the school board. It may not rehire, it may continue the teacher on limited contracts for not more than two years, or it may offer a continuing contract. A continuing contract remains in effect until the teacher resigns, retires, or is dismissed for cause.

*What facts about placement should you know?*—The Appointments Division of the College, out of long experience in placing teachers, has reached certain generalizations about factors influencing placement. Each of these conclusions will be briefly discussed.

Superintendents look for outstanding personal qualities. The employer who is not restricted by home-town pressures to get the local candidates into the schools tries to get the best teachers he can for the money, working conditions, and living conditions he has to offer. Often he will sacrifice training and scholarship in order to get teachers with "sparkle," contagious enthusiasm, and ability to simulate boys and girls to co-operative action, though he prefers a teacher with both scholarship and "personality." Hence, personal salesmanship may to some extent offset scholarship and industry. Employers are increasingly searching the past records of students rather than depending on impressions made in personal conferences. Many well-trained teachers do not get positions, however, because they do not handle themselves convincingly and well

in conferences with superintendents. Chapter VIII mentioned some of the personality factors which are important in these situations.

The more subjects one can teach the better are his chances of getting employment. In some small high schools teachers are assigned three, four, and sometimes five separate subjects. No systematic effort has been made in most parts of the country to standardize the combinations to be taught. There is, therefore, a large demand for teachers of combinations of several subjects. These combinations are likely to include the subjects widely taught along with at least one of the so-called special subjects; hence, a student in training can increase his chances with each additional subject for which he can qualify.

Teachers who can combine training in academic subjects with training in special subjects are in demand. This combination does not necessarily require such a large number of subjects as might be expected.

In high schools throughout the country, there is a constant effort to enrich the curriculum of the small school by adding to the already standardized academic subjects, such areas as industrial arts, home economics, commercial subjects, physical education, and music. In small high schools there is likely to be enough demand to utilize one or possibly two periods a day in the teaching of each of these subjects. This means that one who cares for any one of these special areas also must be prepared to teach half-time or more in some other area. If the superintendent can find a teacher qualified in two special subjects, he is usually quite happy; otherwise he is inclined to combine each with subjects in which there are several classes enrolled. Such subjects are English, social studies, or mathematics. In the Middle West certain of these combinations are especially in demand. Among certain of these combinations are home economics and Latin (often neither of these subjects requires the teacher's full time), home economics and academic subjects, physical education, music and art, and commercial and any other subject. Even the smaller cities are sometimes seeking a music and art combination, using the full time of a teacher in these two subjects.

Teachers whose training and experience indicate that they are able to educate and guide students in extra-curricular activities are more in demand than are those teachers whose abilities are restricted to classroom activities. A superintendent or high school principal wanting to increase the growth of his pupils through club work, games, organizations, and activities such as dramatics,

music, and self-government experiences will naturally seek out those prospective teachers whose backgrounds in high school and college show that they have an enthusiastic interest in such activities, facility in guiding students to get the value from such activities, and enough experience to give them a background for really leading high-school students in these areas. Employers of teachers are especially interested in students who, while in college, engaged in music, physical education, active campus organizations, and had actual experience in leading and getting along with other people.

For those with equal training there is more opportunity for rapid advancement in the elementary field than in most of the high-school areas. In most of the schools the elementary teachers are less well trained than are the high-school teachers. This means that those schools which desire elementary teachers as well trained as are high-school teachers have trouble in finding a large number of such qualified people. Since these schools are the better ones, often with good single salary schedules, it often happens that at the end of three or four years the graduates with four years of training for elementary-school teaching are in better positions than are most of the graduates prepared for high-school teaching. In view of the increased certification requirements for elementary teachers, this particular advantage may not long continue.

Those subjects in which certain amounts of work are required of all students are usually overcrowded. Practically all institutions require English and social studies. Ohio State requires science and strongly recommends a biological science in most areas. English, social studies, and biology are among the most overcrowded fields. Because some work is required many students take enough more to make a minor.

Those subjects in which few colleges train teachers, but which are frequently taught in high school, offer relatively good placement opportunities. In Ohio, home economics, industrial arts, music, commercial, and elementary education fall in this classification. Conversely, those subjects in which many colleges train teachers tend to be overcrowded. Such areas include sciences, mathematics, social sciences, and languages.

Students who have had a wide variety of experiences in dealing with children and young people are in demand. September field experience, a quarter off campus in a school situation, work with social agencies, camp counseling, industrial experience, and numerous other kinds of participation experiences fall within this classification.



*What different kinds of occupations do students trained in education follow?*—Many College of Education students find teaching outlets or occupations closely associated with teaching which are different from the usual classroom teaching. Among these are:

1. Visiting teacher
2. School psychologist
3. Counselor
4. Education director in camps of various sorts
5. Teacher of handicapped
  - a) Blind
  - b) Deaf
  - c) Crippled
  - d) Mentally retarded
  - e) Adult groups of various sorts (foreign born, physically handicapped, etc.)
  - f) Speech correction
  - g) Sight-saving classes
6. Arts and crafts
7. Music
8. Recreation in many types of agencies
9. College or specialized teaching of other kinds.

Here is a list of professional fields for which the College of Education offers training:

#### CURRICULUMS FOR HIGH-SCHOOL TEACHERS OF ACADEMIC SUBJECTS

Biological science	Physics
Chemistry	Speech
Chemistry-physics	Vocal and instrumental music in public schools
English	Nursing-education
General science	Teachers of science in schools of nursing
Geography	Teachers of psychiatric nursing in schools of nursing
Health education	Physical education—men
History	Physical education—women
General social studies	School library science (minor)
Latin	Speech and hearing therapy
Mathematics	
Modern foreign languages—	
French	
German	
Spanish	

#### CURRICULUM FOR ELEMENTARY- SCHOOL TEACHERS

Elementary education

#### CURRICULUMS FOR OCCUPATIONS OTHER THAN TEACHING

Occupational therapy  
Psychiatric nursing



SPECIAL CURRICULUMS FOR TRAINING  
TEACHERS OF

Business education  
Dental hygiene-education  
Fine arts  
Health education  
Home economics  
Industrial arts education and  
industrial-vocational education  
Junior school psychologist  
Music  
Vocal music in public schools  
Instrumental music in public  
schools

## SCHOOL OF FINE AND APPLIED ARTS

Painting, sculpture, or design  
Commercial art  
Costume design  
Ceramic art  
Interior decoration

## SCHOOL OF MUSIC

Church music (organ and voice)  
Professional music  
Radio music

Some students find their training in the College of Education useful in obtaining positions in fields other than teaching. Students often go into such positions as:

1. Boy (or Girl) Scout executives
2. YMCA and YWCA secretaries
3. Camp directors
4. Industrial workers
5. Professional musicians or artists
6. Statisticians
7. Chemists
8. Government workers
  - a) Foreign service
  - b) Civil Service work
9. Interpreters
10. Salesmen
11. Office workers, and many others

*What kind of teachers' organizations will you be asked to join?*<sup>4</sup>—Although there are some purely local teachers' associations, most groups now are affiliated with the National Education Association through its state organizations or with the American Federation of Teachers through its "locals." Briefly, the purposes and nature of each of these national organizations are as follows:

The original purpose of the National Education Association was to "elevate the character and advance the interests of the teaching profession and to promote the cause of education throughout the country." Its program has been carried out with the idea of developing *one* professional association for all school people. As an organization it has been concerned with professional problems, and its activities have been primarily in the direction of research, publication, and exhortation. During the last ten years, however, the

<sup>4</sup> Most of the material in this section is taken from an unpublished manuscript by Lyle L. Miller, entitled, "What about Teacher Organizations?"

N.E.A. has been expanding its efforts in working on salary schedules, retirement plans, recruitment, teacher financial problems, tax education, defense of democratic rights for teachers, academic freedom, tenure, and similar problems. It has done much to provide a bond of fellowship among teachers. Increased professional training prior to certification and continued professional training and growth on the job have also been stimulated and promoted by the N.E.A. Its official publication, the *NEA Journal*, is published monthly and is sent to all members of the N.E.A. Articles of interest to teachers in all areas of education are included.

With the recent trends toward unification, the Ohio Education Association has now become a part of the N.E.A. Their programs are closely integrated and serve to supplement each other. *Ohio Schools*, a journal of interest to educators in Ohio, is published monthly by the O.E.A. Through a program of strengthening local units such as the O.E.A. respecting the voice of the teacher, opening the opportunities on committees and national service programs to the teachers, and developing a broader basis of co-operative action with outside organizations, the N.E.A. shows promise of becoming an organization representing all branches of the educational profession and co-operating with all levels of the society which it serves.

The primary object of the American Federation of Teachers is "to provide better schools and better working conditions for teachers." At the present time it is organized in local unions, state federations, and the national federation. The last named organizes its activities around such committees as those on academic freedom, worker and adult education, child care and juvenile delinquency, cultural minorities, educational policies, insurance and credit unions, pensions and retirement, tenure, vocational education, working conditions, etc. The A.F. of T. is making an effort to expand its program to include professional objectives, as well as social and economic ones. Many educators have affiliated with the A. F. of T. because they see there an opportunity to promote the education of the working men through their own organizations. They feel they can promote the cause of tolerance and understanding in a situation of close association and mutual respect. The A.F. of T. has promoted better laws and agreements on salaries, tenure, retirement, and academic freedom. Its official publication, *The American Teacher*, contains much interesting material on the national and international educational scene. This journal is published monthly and is sent to all members of the A.F. of T.

*What kind of professional organization can you join now?*—The Future Teachers of America was founded in 1937 for high-school and college students by the N.E.A. and various state education associations to meet the need for training in teacher-pupil, teacher-teacher, and teacher-citizen relationships. It has branches in high schools and colleges throughout the country. While there is no active chapter organized in the College of Education here at Ohio State University as yet, interest has been expressed in the possible formation of such a unit. Perhaps *you* can help to organize a local chapter.

Future Teachers of America are junior members of both state and national education associations and become familiar with their history, goals, programs, leaders, and methods of work. This organization provides an opportunity for student participation in the state and national education associations with which they will be associated later in their professional career.

All members of the Future Teachers of America receive nine issues of the *NEA Journal* and copies of the state association journal and are thus able to keep in touch with educational conditions of the nation and state. All those interested in teaching as a profession are eligible for membership regardless of class standing or school.

*With what professional journals should you be familiar?*<sup>5</sup>—As a prospective teacher you will probably want to become familiar with the literature in your field. The problem of selecting the journals which will be of most value to you is no small one. As you become better acquainted with the resources in your major field of specialization, you will be qualified to select periodicals pertinent to your field which will help you in your work. However, as a member of the teaching profession you will also want to subscribe to, or otherwise become familiar with, some of the educational journals of a general nature. Below is a list of some of the periodicals which you may want to make use of as a means of keeping abreast of current happenings in the field of education.

1. *The Journal of Education*—Published monthly, September to May; subscription rate, \$2.75 per year. Contains a great variety of materials on all phases of education, including factual reports, charts, tables, poetry, cartoons, philosophical dissertations, articles of various lengths, news notes, book reviews, and other features.
2. *The Journal of the National Education Association*—Published monthly, September to May; subscription rate, \$3.00 per year. Contains articles covering a broad field of educational problems, outlines, charts, illus-

<sup>5</sup> Most of the material in this section is taken from an unpublished manuscript by Lyle L. Miller entitled, "A Reference Index on Educational Reference Materials."



trations, etc., to keep teachers informed on the latest developments in technique and policies.

3. *The Clearing House*—Published monthly, September to May; subscription rate, \$3.00 per year. Contains articles on all phases of school activity—particularly on the secondary level, book reviews, poems, jokes, etc.
4. *The Education Digest*—Published monthly, September through May; subscription rate, \$3.00 per year. Contains abbreviated reports which have appeared in other educational literature. Representative of all levels of school and all fields of education. Also has features of news, book reviews, etc.
5. *School and Society*—Published weekly; subscription rate, \$5.00 per year. Contains many articles on the school and education for social living. Articles on problems of current social interest are timely and interesting.
6. *Progressive Education*—Published monthly, October through May; subscription rate, \$3.75 per year. Contains material covering a great variety of school problems on all levels, suggestions on child-centered curriculums, book reviews, games and hints for classroom situations, etc.

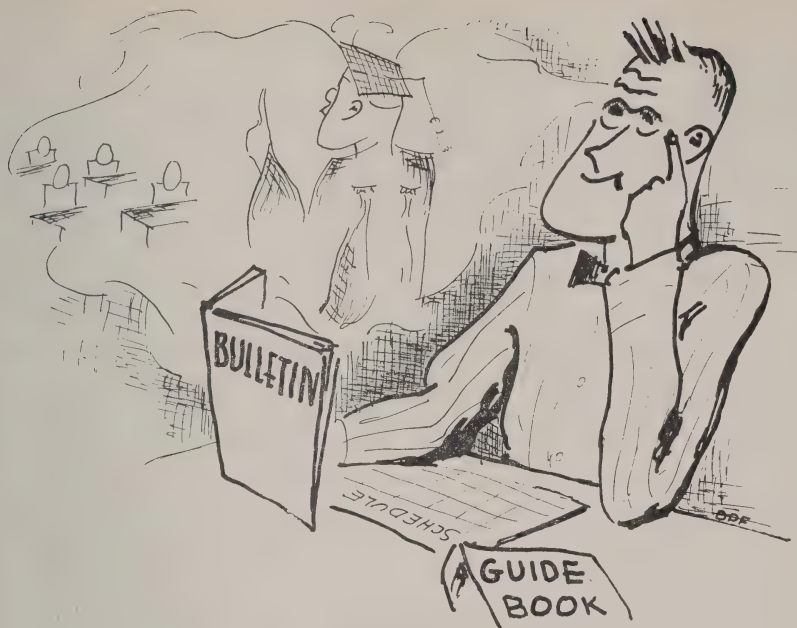
### CONCLUSION

You are most interested in placement possibilities at the time you will graduate. There is every reason to believe that placement will continue to be high in those areas in which placement is now good. The large numbers of unfilled teaching positions in Ohio and throughout the country would seem to indicate that excellent opportunities for placement in the field of education will continue to exist for years to come. The program of the College of Education, with its increasing emphasis of developing all the competencies needed by effective teachers, should result in well-qualified teachers who will be equipped to take advantage of the available opportunities in teaching and related fields.

### ADDITIONAL REFERENCES

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## CHAPTER XII

### PLANNING YOUR PROGRAM

You, like every other college student, make decisions. You make them every day. Some of them involve such relatively unimportant matters that the decisions you reach make little difference one way or the other. Frequently, however, decisions are of such far-reaching significance that you may affect the whole course of your life. Wise and thoughtful decisions require planning. The student who is going to live a full, effective, ordered life is one who plans intelligently. This chapter describes the process of planning and the kinds of plans you will be called upon to make in this course.

*What does "planning" mean?*—Reduced to its simplest terms, intelligent planning involves the necessity of finding the answers to four questions:

1. What are my wants or goals?
2. What does analysis of my goals show to be necessary for me to obtain them?
3. Of these things which are necessary for me to have if I am to attain my goals, which do I now have?
4. How may I progress from where I now am to achieve the wants or goals I have set up for myself?

Each of these questions has many implications and needs to be clarified.

*What are my wants?*—"Wants" and "goals" are practically synonymous. You have a wide variety of wants, some of far-reaching importance, some relatively insignificant. Some goals may be desirable, while others may be undesirable, even anti-social. Your goals must be chosen in terms of what you value, the things you believe in so strongly that you accept them as guiding principles for your life. For example, if you are convinced that fraternities and sororities are undemocratic, you would feel guilty if you pledged the "best" fraternity or sorority on the campus. Values play an important part in selecting goals.

You already have many goals and doubtless will acquire new ones. It is possible to have goals which conflict to such an extent that they bring about confusion and frustration. The student who works for self-support, tries to achieve high grades, participates in major sports, is an officer in several important campus organizations, pledges a fraternity or sorority, and tries to maintain good health might well illustrate such confusion and frustration. It is important to have goals which supplement and contribute to one another.

In addition to choosing goals in terms of values and consistency, decisions about goals should be made also in terms of the common good. It is possible and desirable to have wants which are personally satisfying and also socially useful.

*What does analysis of my goals point out as being necessary for me if I am to attain them?*—Choice of goals and analysis of goals are closely related. You may decide that a goal you have chosen is unsuitable for you after you find out the particular requirements for attaining it. On the other hand, this analysis may make you more certain than ever that you have chosen wisely. In any event, thorough analysis of goals is an essential part of intelligent planning.

*What do I now have that my goals require?*—After you have determined what your goals require, a further analysis becomes necessary—of yourself, this time—to find out what requirements you already have and which ones you must still develop. You may find that you possess some of the specifications to a high degree, others to some extent, while on still others you have made practically no progress. You can center your attention on those points which your analysis of yourself shows you must develop further.

There is no magic formula for self-understanding, but there are numerous devices available on the campus which can help you. Among them are inventories which show how your interests com-

pare with those of successful people in various fields; tests which predict rather accurately your ability to get grades in the University; measures of your attitudes on various social issues; tests of skills in basic subjects; "aptitude" tests; check lists of personal problems; and measures of values. Some of these are used in this course. Still others may be found at the Occupational Opportunities Service, about which more will be said later.

Other people can contribute much to your self-understanding. Your friends—and perhaps your enemies—your teachers past and present, your parents, your pastor, your classmates, your adviser, the personnel officers on the campus may see you as you do not see yourself. The things you do in the normal routine of your life, experiences which you arrange to get for their try-out value, the activities in which you participate, the books you read, the trips you take—all these and many more can be made to contribute analysis of yourself.

*How do I proceed from where I am to attainment of my goals?—*In one sense, making progress toward goals is relatively simple provided the preliminary stages of planning have been intelligently carried out. You have a number of consistent goals, chosen in terms of your values, which are socially useful and personally satisfying. You have plans sufficiently well verified to provide the basis for action from day to day. Even though planning involves changing of plans, progress takes place in an orderly, efficient manner.

Three cautions must be borne in mind. First, it is sometimes impossible to meet specifications for reaching certain goals. Every year students enter the College of Education who cannot meet the University's scholastic requirements though they can develop all the other competencies necessary for effective teaching. Conversely, there are some students who do well scholastically but seem unable to develop a personality which will be an asset to them in teaching. Secondly, in some instances attaining a goal is not impossible, but the price one must pay is beyond all reason. One should seriously question working for goals whose attainment will be so difficult that too many other desirable wants are sacrificed. Thirdly, goals may sometimes be in conflict. This necessitates a careful evaluation of your goals to determine which goals are most important to you. Further, the usual person takes great satisfaction in seeing his plans develop, which is really working with intelligent purposes as guides, and in realizing that he is making substantial progress in carrying them out. Moreover, sufficient



time remains for genuine day-by-day joy in living—which most people agree should be one goal sought by everyone.

*How do you begin intelligent planning?*—First of all, there is no one way to begin the planning process. Planning is one of the most highly individual matters you will ever undertake. Your plans, no matter how thoughtfully worked out, cannot fit your friends and classmates, nor can theirs meet your needs. Students vary in every respect more than they commonly realize. No two have exactly the same backgrounds, interests, abilities, attitudes, and values. There may, however, be common points of departure in the planning process. Some of these which have been found useful are suggested here, together with a few leading questions on each.

1. Starting from “wants.” What are your goals? What are you after? What do you want to be? Where do you want to go? How do you propose getting there?
2. Starting from “resources.” What are your strong points? What do you regard as your special assets? In what ways are you planning to use them?
3. Starting from “difficulties.” What weaknesses do you have? What problems are you facing? What worries you? What stands in your way? How do you expect to overcome these obstacles?
4. Starting from “present activities.” What are you doing now? Why are you doing these things? What values are you getting from them? What are you planning to do to get the most out of your present activities?
5. Starting from “critical choices.” What important decisions face you? Have you chosen a vocation? Have you chosen your major in college? What important considerations are involved in these decisions? How may they affect many aspects of your present and future life? What plans are you making to guarantee the wisdom and effectiveness of these decisions?

No matter what approach you make to the process of planning, your plans need to become comprehensive in all aspects of personal and social development. If you plan intelligently, you cannot avoid planning comprehensively.

*Planning is a continuous process.*—An intelligent plan is flexible and always subject to change. No one can peer into the future far enough or accurately enough to develop plans which will serve without change for a period of years. Environmental and personal situations arise which may at times call for major or minor changes in goals and the methods of attaining them. These changes should come about through the thoughtful process of planning that has been described. In other words, re-planning is essential.

Sometimes a person can go no further with certain aspects of his planning than to propose alternative courses of action about



which a decision cannot be made at the time. As certain parts of a plan are achieved, re-planning with respect to ways and means of achieving other intermediate or long-range goals is necessary. Planning is an on-going, continuous process.

As an aid to, and a means of, continuous planning, you will find the cumulative record in the next chapter an invaluable asset. By keeping this record complete and up-to-date, the planning of your college program will be greatly simplified. This summary of your test scores, course grades, and other evaluations also serves as an excellent resource for much needed information in conferences with your adviser and other personnel workers in the college.

*Planning must result in action.*—Everyone has plans, though frequently they are not arrived at by the process which has been described. Many a potential athlete, for example, fails to get beyond the planning stages of pulp magazines and discussions of strategy over a coke and a cigarette at the corner drugstore. The last stage of planning is to begin to put plans into action. This step is easier said than done, but genuine satisfactions result when one can see that he is progressing toward the goals he has set for himself.

*What are your vocational plans?*—Vocational planning is certainly one of the most important aspects of intelligent planning. What you do to earn a living has important bearings on all other phases of your life. Thus far you have been learning many things about education and about teaching as a life work. Some of you have already decided definitely that you want to prepare for a teaching career. Some of you have decided that you do not want to continue in the College of Education. Some of you are still uncertain as to whether you even want to continue further in any college. It is probably safe to say that each of you needs to re-examine his vocational choice carefully.

There are three basic steps involved in making a wise vocational choice: (1) getting complete information about yourself, (2) knowing about occupations, and (3) fitting your qualifications to the requirements of various kinds of work. The first two steps are equally important, and the third is impossible unless you do the first two.

All three of these steps may be carried out speedily and efficiently by visiting the Occupational Opportunities Service in the old Armory building here on the campus. Here you will find a complete staff of trained specialists who will be glad to talk over your personal situation with you; administer a battery of tests to

obtain information about your abilities, interests, and aptitudes; interpret the test results for you; and help you make a vocational decision on the basis of facts you find out about yourself and the information available on vast numbers of occupations. An up-to-date and complete library on vocations and vocational information is also maintained in this unit. A librarian is on hand to assist you and your counselor in making use of the library resources to obtain the kind of vocational information you need. All the services of this agency are available at no cost to students of the University.

Choosing an occupation is one of the most important decisions you will ever make. It cannot be emphasized too strongly that *you* should make the decision. Your adviser or your counselor at the Occupational Opportunities Service may help you collect, analyze, and synthesize the necessary information, even give you his opinions on the basis of the evidence; but you, and you alone, should make the final choice.

### PLANNING YOUR PROFESSIONAL PROGRAM

At this time, you will probably find it helpful to review the chapters on Junior Standing and Student Teaching. These chapters explain many of the requirements which you must meet before being certified by Ohio State University as a teacher. The chapters on Field Experience and the Advisory Program give further details on specific parts of your program. The *Bulletin of the College of Education* will supply detailed information to help in planning your majors and minors. In this chapter, however, you will consider briefly the program of basic professional courses which will be required of you.

Although the program varies somewhat for elementary and secondary teachers, both groups will find much of the content similar. If you have the impression that the elementary curriculum is an easy avenue to a degree, you should reconsider this matter carefully. The requirements are different in kind but not in scholastic challenge. Specialization in subject-matter is more limited in the secondary field, but the breadth of subject-matter background required of a modern elementary teacher provides a real challenge to great minds. The need for understanding of child development and the capacity for sensitivity to the needs of young children is a real challenge to the development of one's personality. The student who finds serious problems of adjustment in his present major, or who finds his scholarship insufficient to meet the demands of his present curriculum, will probably find the same difficulties facing

him in the elementary curriculum. Although there is a severe shortage of elementary teachers, it is not generally felt that this justifies a lowering of standards for those seeking certification in that field. On the contrary, the elementary department is constantly emphasizing the improvement of teaching quality in the state. Regardless of your choice of major, you will be confronted by many of the same professional requirements.

*The psychology sequence.*—Two courses, general psychology and educational psychology, follow this Survey course to make the professional sequence of the freshman year. These courses emphasize the scientific point of view and the application of this point of view to individual, social, and educational problems. Taken into account in these courses are such considerations as those indicated in the paragraphs, which follow.

Teachers need insight and understanding of the total process of development through the school years, of intellect, interests, emotional life, attitudes, and ideals. Children's abilities, interests, adjustments and maladjustments, and emotional difficulties are the basic human materials with which education is concerned. The great variety of abilities and personality traits a teacher will find in a class and the various types of atypical individuals, such as the slow and the brilliant, and unstable and the delinquent, are briefly considered, and also diagnosis and treatment of various types of pupil problems.

It is important for teachers to understand the nature of the learning process. In this sequence there is study of the experimental findings about incentives, on the course of learning fatigue, development of attitudes, ideals, and similar matters. If psychological data are to be understood and used, it is essential to know something about measurement, and evaluation is therefore included.

Obviously, these and other related topics can be covered only in a rather elementary way in these first courses. Other courses will extend and amplify the insights and skills which you begin to develop in these classes.

*The general methods courses.*—These consist of Education 533–534 for those in Secondary Education and Education 514–515–516–517 for those in Elementary Education. A review of the chapter on Factors of Competency will reveal an emphasis on the importance of “Expressing in action a clearly formulated social and educational philosophy.” This emphasized the necessity for “expressing in action” the philosophy which you hold. You will find additional emphasis placed on this necessity for action if you



will review the section of the same chapter which dealt with "Utilizing all available resources—in men, materials, and techniques—in the learning process."

During the sophomore year you will be required to consider these factors at greater length in some of the general methods courses. These courses, in a broad and sweeping way, will help you clarify your own thinking about the purposes and functions of the public schools. They consider what the characteristics of a school program should be if the school is to take pupils as they are and help them become persons who can participate intelligently in a democracy.

These courses deal with materials and methods of instruction that are common to all areas of special interest. They consider ways of gathering and recording many kinds of information about students that will help the teacher to guide them effectively. Lectures, discussions, observations in schools and social agencies, trips to school systems, readings, conferences, reports, and similar devices are used in teaching these courses. More intensive study of many of these topics comes later in elective courses or in required special methods courses.

*Special methods courses.*—In addition to the general methods already discussed, there are many special techniques which are particularly suitable for different levels or different subject areas. The procedures which are effective with a group of fifth-grade students might be quite different from those used with high-school seniors. A teacher who can stimulate much interest in a literature class would not necessarily be able to carry on an effective program in fine arts. Because these differences exist, special methods courses taught by specially qualified members of the College staff are available in each teaching area. The ones which you will take will be determined by your choices of your majors and minors.

*History of Education.*—As a teacher you will be interested in improving the schools where you work. Actually you will be striving to improve the quality of living of the boys and girls while they are in the schools and as adults after they leave. To meet this responsibility adequately some knowledge of the history of the growth and development of educational opportunities is essential.

The courses in history of modern education show the development of the education of today—its aims, its institutions, its educated and skilled personnel, its varied mental and material resources. At one time formal education was a minor enterprise; now it reaches nearly all the youth of the nation. To know how this



educational system has developed, what its nature is, why it is, is to understand its functions in the current social order.

*Philosophy of Education.*—It is obvious, of course, to you that philosophy of education is considered throughout the professional program. Development of a philosophy or point of view with respect to the purposes and functions of education in a democracy has been emphasized in this course. Most of your professional courses will further emphasize this point. Your course in philosophy of education, however, comes as a culmination of your professional program as an undergraduate. It usually comes during the last quarter of your senior year and makes an attempt to help you tie together all your previous work and to think more deeply about educational problems in the light of the training and the field experience you have had by that time.

*Summary of professional requirements to be considered in planning.*—In Chapter XIII you will find a schedule chart on which you may keep a record of the courses you plan to take. A parallel chart is provided to keep a record of your actual work as you go along.

#### FRESHMAN YEAR

Education Survey 407 — Psychology 401 — Psychology 407

Third quarter: Declare major field and meet major adviser.

#### SOPHOMORE YEAR

Declare second major or minor fields

General Educational Methods courses

Third quarter: Evaluation of Junior Standing requirements.

#### JUNIOR YEAR

Remove any conditions of Junior Standing

Special Methods courses

Prepare for Student Teaching requirements. Make application at Field Experience Office.

Register for candidacy for degree at College office.

#### SENIOR YEAR

Register with Appointments Division for placement

Evaluation for admission to Student Teaching

Student Teaching

History of Education

Philosophy of Education

Apply for Teacher's Certificate at College office.

## YOUR PLANNING PAPER ASSIGNMENT

You are required to write a "planning paper" which must be turned in to your adviser during the week before final examinations begin. This is your major written assignment for the quarter. A preliminary outline should be turned in to your adviser at least a week before the planning paper is due.

There is no set length or form for the paper. It must, however, conform to reasonable standards of written English or your adviser will refuse to accept it. (This requirement holds for all other written assignments in the course.) The paper should be typed or written legibly on 8½ x 11 paper. This will go into your adviser's file. If you want a copy, you should have a carbon copy made.

Planning and the planning paper will undoubtedly be the basis for a number of discussions in your class and for individual conferences between you and your adviser.

Remember that this is *your* plan—one of the most highly individual assignments that you will ever undertake. It must be written in terms of *your* goals, *your* resources, *your* liabilities. If it does not fit *your* situation, you cannot profit from it—you will simply have wasted your time.

Below are suggestions which you may use in checking the comprehensiveness of your planning paper outline. These items in no sense form an outline for the planning paper. They are offered simply as an aid to help you determine whether or not you have covered essential aspects of planning.

1. Have you included all your immediate and ultimate goals?
2. Have you analyzed your goals in terms of what is required for attaining each of them?
3. Have you recognized possible conflicts between goals and made necessary adjustments to such conflicts?
4. Have you presented a clear picture of your strengths as they relate to your goals? Did you make use of test results and other sources of information?
5. Have you presented a clear picture of the kinds of development you still need in order to attain your goals? Did you make use of personnel services on the campus in clarifying your needs?
6. Have you shown clearly how you expect to go about reaching your goals?
  - a) Have you included in-class and out-of-class campus resources?
  - b) Have you included community resources?
  - c) Have you included vacation opportunities?
  - d) Have you given particular attention to your strengths and weaknesses?

7. Have you made provision for continuous planning and for changing your plans?
8. Have you been specific? Have you avoided glittering generalities?
9. Is your plan reasonable and workable? Does it really fit you?

### ADDITIONAL REFERENCES

1. *College of Education Bulletin*—sections relating to professional requirements and to majors and minors.
2. PRESSEY, S. L., J. E. JANNEY, AND R. G. KUHLEN. *Life: A Psychological Survey*. New York: Harper and Brothers, 1936. Chapter XIV, "Life Plan," pp. 587-627.

Covers three major issues with respect to the total problem of one's plan of life—vocation, recreation, and point of view.

3. TYLER, HARRY E. AND OTHERS. *Learning to Live*. New York: Farrar & Rinehard, 1940.

Chapter VII, "How May You Develop a Philosophy of Life," pp. 144-65.

Presents in straight-forward fashion many of the factors which a student should consider in determining values for himself. Contains some suggestions for attaining these values.

Chapter V, "Self-Understanding," pp. 81-112.

A brief discussion of factors underlying personal development, together with a description of techniques for teaching an understanding of oneself.

Chapter VI, "How May You Best Develop Yourself?" pp. 113-43.

Specific suggestions for personal development based on "self-understanding" as described in Chapter V.

## NOTES



## CHAPTER XIII

### YOUR CUMULATIVE RECORD

The College office maintains a cumulative record of your college work. You may see this record at any time by going to Room 102, Arps Hall. Many students find it is helpful to keep a personal cumulative record. Keeping it up to date is the student's responsibility. He should use it as a basis for conferences with his adviser and for planning his program. It is well to check your records with the official record in the College office at least once a year.

This chapter provides some general information and some record forms on which you may record your own activities while in college. You may wish to use all of the forms or only part of them. Feel free to use them in any way that will make them most helpful to you.

### GENERAL INFORMATION

- I. *To drop or add a course* to your approved schedule:
  1. Secure your adviser's permission on form No. 1185-Rev. Your Adviser has a supply of these forms.
  2. Take the adviser's permission to the College office, Room 102, Arps Hall, for an official change ticket.
  3. Take the change ticket to the Registrar's office to complete the change in registration. If this step is not done, you should check back with the College office to save confusion at the time grades are sent out.
    - a) A course will not be added after the first week of the quarter, unless written permission of the department or the instructor is presented with the adviser's permission.
    - b) To drop a course after the fourth week of the quarter, the student must present "A written statement from the instructor giving the student's standing in the course."
- II. *To defer a course* such as physical education, hygiene, or military science:
  1. Go to the Physical Education or the Military Science Department for deferral slips.
  2. Take one copy to the Registrar and one to the College office.
- III. *To withdraw from college* during the quarter:
  1. Talk over your reasons for withdrawing with your adviser.
  2. Go to the College office for the official withdrawal forms.

- IV. *To transfer to another college*, a student should discuss the matter with his adviser and then go to the office of the College *to which he wishes to transfer*. If the College is willing to accept him, he may then complete the transfer. Many students find it helpful to go to the Occupational Opportunities Service for vocational counseling before making such a change of plans.
- V. *To declare a major or minor* go to your adviser and discuss the matter; after securing his approval go to the adviser in the major or minor area you wish to declare and discuss your plans with him. After securing the adviser's approval on Form 3699c, bring the form to the College office so that it may be recorded.
- VI. *To compute your point-hour ratio*:
1. Add up the total number of credits for which you have registered.
  2. Compute the number of points you have by multiplying "D" credits by 1, "C" credits by 2, "B" credits by 3, and "A" credits by 4.
  3. Divide the number of points by the number of credits.
- VII. *Attendance in all classes* listed on your schedule card is your responsibility. Time conflicts in your scheduled classes should be checked with the College office immediately. You should not attend other classes until an official change in registration is made.
- VIII. *Notices stamped on your schedule card* are important. By observing these notices, you will help speed up the approval of your schedule for the next quarter.
- IX. You should acquaint yourself with the information in the *College of Education Bulletin* and *The Ohio State University Rules and Regulations for Students*, both of which may be obtained from the Registrar's office.

RECORD FORMS

CUMULATIVE RECORD OF .....

al Clubs : .....

rel : .....

ial Skills : .....

Personal Information and Education Summary

e: (Last) (First) (Middle)

mbus Address (in pencil) : Telephone No.

hdate: Date of Entrance: Adv. Cr. from: K Credit:

e Address: .....

nt or Guardian: Address:

ADVISER	DATE ASSIGNED	YOUR VOCATIONAL PLANS	YOUR MAJOR FIELDS	YOUR MINOR FIELDS

SUMMARY OF EDUCATION: High School, College, Trade or Business School Name and Location)	MAJOR FIELD OF SPECIALIZATION	DATES FROM-TO	DIPLOMA OR DEGREE	DATE GRANTED

tions of Responsibility .....

## High School Credits

<i>Name of Subject</i>	<i>Units</i>	<i>Name of Subject</i>	<i>Units</i>
ENGLISH		German—1st year.....	
1st year.....		2nd year.....	
2nd year.....		3rd year.....	
3rd year.....		4th year.....	
4th year.....		French—1st year.....	
Journalism.....		2nd year.....	
Dramatics.....		3rd year.....	
		4th year.....	
HISTORY		Spanish—1st year.....	
Civil Government.....		2nd year.....	
American.....		3rd year.....	
World.....		4th year.....	
Ancient and Medieval...		Vocational Agriculture....	
Modern.....		Manual Training—	
Community Civics.....		Wood Shop.....	
Social Science.....		Shopwork—Metal Shop...	
MATHEMATICS		Drawing—Freehand.....	
Algebra through		Drawing—Mechanical.....	
quadratics.....		Domestic Science.....	
Algebra beyond		Music.....	
quadratics.....		Bookkeeping.....	
Geometry, Plane.....		Stenography.....	
Geometry, Solid.....		Typewriting.....	
Trigonometry, Plane....		Commercial Arithmetic....	
SCIENCES		Commercial Geography....	
Physics.....		Business Law.....	
Chemistry.....		Business English.....	
Physical Geography.....		Economics.....	
Botany.....		Sociology.....	
Physiology.....		Public Speaking.....	
Zoology.....		Other Subjects	
Agriculture.....			
Biology.....			
General Science.....			
FOREIGN LANGUAGE			
Latin—1st year.....			
2nd year.....			
3rd year.....			
4th year.....			
		TOTAL ENTRANCE UNITS .	





## Rating Scale For Factors of Competency

Date of Evaluation																												
Evaluator																												
Level																												
Professional Personality	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F
Personal Adjustment	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Thinking—Planning	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Speaking Skills	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Writing Skills	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Recreational Skills and Interests	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Informational Backgrounds	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Health	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Ability to do Course Work	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
Professional Experience	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
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Over-all Rating	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F	G	E	U	Q	C	F

Code: U—Unacceptable

Q—Questionable

C—Conditional

F—Fair

G—Good

E—Excellent

## Ratings on Junior Standing Criteria

	Ratings	Date	Recommendations for Improvement
General Culture			
Current Affairs			
Speech			
English			
Health			
Experience Record			
Adviser's Rating			
Junior Standing Action Taken			

Student Teaching Action Taken.....

LAST NAME

FIRST NAME

MIDDLE NAME

[illegible]

2 Ohio State English Placement Test

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4 \_\_\_\_\_

5 \_\_\_\_\_

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8 \_\_\_\_\_

2 \_\_\_\_\_

10 \_\_\_\_\_

\_\_\_\_\_

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STRONG VOCATIONAL INTEREST BLANK						
<b>LETTER GRADE</b>	Psychologist	Physician	Chemist	Engineer	Math-Sci Teacher	Soc Sci Teacher
A						
B+						
B						
B-						
C+						
C						
raw score*						

[illegible]

## ACADEMIC PLANS AND PROGRAMS—FRESHMAN YEAR

## PLANNED PROGRAM

## ACCOMPLISHED PROGRAM

[illegible][illegible][illegible][illegible]



## ACCOMPLISHED PROGRAM

[illegible][illegible][illegible][illegible]

## ACADEMIC PLANS AND PROGRAMS—JUNIOR YEAR

## PLANNED PROGRAM

## ACCOMPLISHED PROGRAM

[illegible]

## 147

## PLANNED PROGRAM

## ACCOMPLISHED PROGRAM

[illegible]







## COLLEGE ORGANIZATIONS, ACTIVITIES, AND SPECIAL RECOGNITIONS

## CHAPTER XIV

### WHAT SHOULD YOU KNOW ABOUT THE RELATION OF SCHOOLS TO SOCIETY?<sup>1</sup>

The material presented thus far in this book has served to give you a broad overview of the major factors of competency necessary for good teaching. It has emphasized the importance of intelligent planning in order to attain these competencies. Several of the chapters have discussed some of the immediate, practical considerations for getting the most out of your life in the University, such as the ways of studying effectively, planning university living, using the various ways of communicating with others, and preparing written assignments properly.

But these detailed considerations are not enough. You are living in a very confused world. Within our country issues involving capital, labor, military training, government control of industry, social reform, race relations, and many others are insistently demanding attention. In an even broader sense, you must recognize that you are a citizen of the world, and that events which occur in Europe, Asia, Africa, and South America may have great influence on the trends of your own life in this country. Today our European Recovery Plan and our foreign policy regarding the support of the United Nations and opposition to Communistic expansion are definitely contributing factors in determining your own costs of living. Confusing and contradictory statements on all these problems are made in the press, over the radio, in the legislature. More specifically, one of the outstanding problems of the day and one which should be of particular interest to you as a future teacher is in regard to the ways in which the school should relate itself to society. Have you as a citizen and as a prospective teacher any responsibilities for arriving at judgments on these matters? If you accept the Factors of Competency as a guide to being an effective teacher you certainly do! Acceptance means that you expect, as a person and teacher, to express in action a clearly formulated social and educational philosophy, to contribute to school and community life, to help students clarify their values, to interrelate school and community in teaching, to increase the students' knowl-

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<sup>1</sup> The resource unit, "The Relation of Schools to Society" developed by Henrietta Fleck for use in the Survey 407 course has been drawn on heavily in this chapter.

edge of the world in which they live. You cannot do these things unless your own viewpoints and social philosophy are rather carefully thought out.

*What is the purpose of the unit, "Relation of Schools to Society"?—*The purposes of this second unit, "The Relation of Schools to Society" (which will include in addition to this material, lectures, discussions, movies, and outside readings), are five:

1. To help you examine your own beliefs about the world in which you live and your part in it.
2. To help you develop an understanding of, and respect for, the beliefs of other people and to realize the need for co-operation between people whose beliefs may differ.
3. To help you look critically at the things you now think are important in order to discover whether you have sound reasons for your allegiance to them.
4. To help you realize your responsibilities in seeing relations between school experiences and life experiences, not only as a student but as a teacher.
5. To help you develop an awareness of the possibilities of the school in establishing a functional relationship with society.

There is no thought that you will settle these matters in one course which lasts one quarter; indeed, if the time ever comes when you have settled these matters in your own mind in such a final fashion that they are not open to re-examination and change, you may take it for granted that at that time you have ceased to be a person whose opinions and judgments are worth much. These problems will permeate all aspects of your living for many years to come. If you become genuinely conscious of their importance and find out how to begin meeting them, one of the important purposes of this course will have been served.

*Why is the relation of schools to society of importance to you as a citizen and as a teacher?—*Ideas concerning this problem are basic to a student's interpretation of his role as a teacher. It seems rather important, therefore, to present this problem to you in a beginning professional course.

Contrary to the belief of many individuals, the school is not the most potent educative influence in society. Many other influences such as the home, church, radio, motion pictures, business, social organizations, and the like do more to shape the values and beliefs of students than the school. The school is powerful, however, from the standpoint of its relations or potential relations to these social pressures and as a means of acquainting students with the impacts of these various forces.



The school can offer the opportunity to teachers and students to think together about the many ways in which the schools and society are related or should be related and the implications for individuals. This means that the school must become a kind of laboratory for investigating the various aspects of the problem and act as a kind of clearinghouse for sifting ideas, for reconstructing values, for exploring the bases for conflicts in society, and for determining factors which will promote a consistency in viewpoint.

All of the resources in this unit have been selected for the purpose of sensitizing you to the many issues and problems in society that have a tremendous effect on the lives of people and consequently upon the students in our schools. This means that you must have opportunities to attack problems in life or lifelike situations so that you can examine the problems critically and reflectively and emerge with your own interpretations and tentative solutions. It is hoped that the use of the resources provided in the study of this unit will facilitate this kind of problem-solving.

There will be no attempt in this unit to give ready-made answers. Students and teachers will have to determine for themselves how schools relate themselves to society, and the answer will vary from community to community. An over-all solution cannot be given.

*What are some of the major conflicts related to schools and society with which you should be familiar?*—American schools are responsible for determining their relation to society. However, the schools themselves are confused in their clarification of purposes. Many social forces add to the dilemma of the school by exerting pressure for the acceptance of their interpretations. Educators, too, differ widely in their viewpoints. No set formula can be offered to any school; each school must attempt to define its role in terms of its own situation.

Since some of the outstanding issues in education are centered around this interpretation of the role of the school in society, teachers and prospective teachers will want to familiarize themselves with some of the leading viewpoints. The issues stated here are merely propositions which are not to be accepted *in toto* but are offered to stimulate thinking concerning this problem. Under these conditions you may reach your own conclusions and hence will probably be in a better position to present and discuss these conflicts with your friends and colleagues.

1. *The school should perpetuate the status quo and make no attempt to alter society in any way.* This interpretation absolves the school of any responsibility to improve conditions in society. Schools justify this viewpoint in various ways. Some take the stand that the school must be neutral in any study of controversial issues. Another expression of this outlook is that the school is an agent of the state and must teach as the state directs.

2. *The school should assume an active role in the reconstruction of society.* The school cannot be impartial concerning society's problems but must be active in shaping attitudes, developing tastes, and improving ideas. It must indoctrinate for democracy. The school must make its contribution in the building of a new social order.

3. *The role of the school is to interpret the heritage by encouraging the use of the method of intelligence and by reinterpreting the values of individuals.* This means that an attempt should be made to challenge the values that students hold in relation to social and educational problems and to help them to use the method of intelligence in approaching and solving these problems. The school should offer every opportunity to examine these social problems and issues, such as the relation of economic status to political freedom, the problem of minority groups, the effect on individuals of social crises such as war, the role of tradition, and the conflicts between the "Have's" and "Have-not's" in a critical and unbiased fashion, to marshal all of the available evidence concerning the problems, and to consider solutions in the light of consequences. There must be no side-stepping from controversial issues. No set formula is given for action concerning social and educational problems. That depends upon the situation, the instructor, and the students.

4. *Schools and teachers are not clear concerning the extent of their participation in community activities.* Certain schools attempt to remain aloof, others utilize the community only to the extent that it affords learning experiences for students; some assume a co-operative role in community activities; still others take the lead and initiate projects with an aim toward reconstruction. The same situation occurs in regard to the participation of the teacher. Some communities desire that the teacher assume a neutral role in the classroom but play the role of a citizen away from the school and be free to participate in any community activity, associate with any movement, belong to clubs, and express his own opinions. Some feel that a teacher cannot be neutral in

the classroom but will inevitably bring his values into the picture. Still others believe that a teacher must be neutral at all times, that he cannot handle controversial issues if he injects his own viewpoints.

5. *The government exerts certain controls over the schools.* Since our schools are public, many legislatures feel that they have a right to determine the qualifications of teachers, salary scales, methods of administration, curriculum content, and the like. Frequently this curtails the freedom of the teachers in their interpretations of the ways in which schools should operate. Another issue in regard to government is in relation to Federal control of schools. In connection with Federal control also comes the question of Federal aid and more equal distribution of resources for the purposes of education. The questions of fascism, communism, and democracy frequently come into the school-community relationships.

6. *The conflicts between capital and labor leave many impacts upon the school.* Business upholds individual enterprise and the profit system, in contrast to the stand of labor for collective bargaining and socialistic trends. These differences have many repercussions in the schools. There has been a tendency for schools to side with business because it seems more respectable than labor. Business organizations frown upon the use in schools of certain books and materials which contain viewpoints considered detrimental to business. Labor is responsible for certain issues and problems that arise from the role of labor unions, the profit motive as it affects laborers, working conditions, and the relation of economic status to political and social status.

7. *Tradition wields a tremendous influence within and without the school.* The apathy of individuals toward change and the desire to continue the patterns of the past bring many conflicts in school and society. It is the old struggle between fixed standards and progress. Tradition is at the seat of issues connected with socialized medicine, labor legislation, conservation of natural resources, restraint of individuals by the government, family relationships, and Federal aid for education.

8. *The home and family serve as background for many of the initial attitudes and beliefs of individuals.* Because of the removal of many functions and activities from the home, some individuals are prone to look upon it as a declining institution. The home will probably continue to be one of the most potent forces in society, for it is not likely that it will surrender such functions as child



care and making provisions for fundamental sources of health and happiness. Many times the values of students which have been grounded in these experiences of the home come into conflict with values that emerge as a result of experiences in school.

9. *Intercultural and inter-racial tensions are the source of many social and educational problems.* These conflicts are related to race, religion, nationality, and socioeconomic status. Sometimes an individual will suffer from discrimination under more than one of these classifications; for example, a Negro who is in the lower economic stratum. Widespread discrimination against minority groups does violence to the democratic ideal of respect for the individual. Education cannot be passive about this crisis related to racial and cultural prejudices.

10. *All of the media of communication, such as the arts, newspapers, radio, libraries, museums, and motion pictures, have an educational significance.* Many of the values which students express in school were formed or changed by these pressures. Schools must awaken to the fact that these educative influences are among the most powerful forces available in education. They can no longer be considered as addenda to the school program but must be recognized as being very useful in the performance of important functions such as the development of critical thinking and an awareness of social problems. Not only should they be utilized in the program of the school but students should have opportunities to make contributions to their school activities as a result of contact with these avenues of communication outside the school.

Only some of the most important conflicts that are related to school and society have been discussed here. Students in the classroom today reflect evidences of such social problems as poverty, race discrimination, ill health, delinquency, broken homes, and others. Therefore, it is particularly important that you as a prospective teacher have some concern for the ways in which schools can relate themselves to society.

*How will you study the problem of the relation of schools to society?*—In your Survey section you will spend approximately five weeks on the many-sided problems of the relation of schools to society. In the exploration of the countless issues which will arise you will: participate in many class discussions, panels, and reports; hear several lecturers from related areas; see numerous movies; take field trips; and undertake individual projects. As a means of helping you investigate the problem areas or issues in which you



are most interested or feel the greatest need for information, the faculty has prepared project resource sheets. These resource sheets contain a brief statement of the problem or issue, some questions which have been raised about it, some references which have bearing on the questions, and some suggested projects which you may carry on as a means of further exploring the problem. In other words, these project resource sheets serve as a handy guide for your independent investigation of a problem area which is of interest and/or concern to you. A sample of such a project sheet is given in Appendix I. Others on communications, intercultural relations, and atomic energy will be found in the Junior Dean's office.

In some instances you will work as a section to investigate a problem of concern to the group. Other times you will work in small groups or individually. In any case, it is well to keep in mind that the questions raised and the references listed are merely suggestive and in no measure exhaustive. You are to make use of your library skills, knowledge of the community, and personal interest to explore the problem further through the use of additional readings, field trips and interviews, and any other resources at your disposal.

In addition to the material which you will find in the library, a collection of resource materials for Survey 407 is also maintained in the Junior Dean's office. The materials now available include:

A. Atomic Age

1. "How Shall We Control Atomic Energy?"
2. "Resource Project Sheet—Atomic Energy."

B. Communications

1. "Propaganda Devices"
2. "Radio—Movies—Press"
3. "Resource Project Sheet—Communications"

C. Community Living

1. *Communities for Living*

D. Conservation

1. "Ohio's Forest Resources"

E. Government

1. *One World in the Making*
2. *United Nations Handbook*

F. Institutions—the Home

1. "Housing—the Why of Planning"

- G. Institutions—the School
  - 1. "The 'Facts' about School Attendance"
  - 2. "Resource Project Sheet—the School"
  - 3. "School Days"
- H. Institutions—Social Agencies
  - 1. "Social Agencies Check List"
- I. Intercultural Relations
  - 1. "Analyzing Points of View"
  - 2. "Exercises on Social Problems"
  - 3. "Resource Project Sheet—Intercultural Relations"
- J. Leadership
  - 1. Leadership and Points of View"
- K. Public Health
  - 1. "Bibliography for Socialized Medicine"
  - 2. "Socialized Medicine"
  - 3. "U. S. Medicine in Transition"
- L. Transportation
  - 1. "Effect of Population Changes"

The books listed at the end of this chapter should be of help to you in your investigation of some of the problems raised in this unit. In Appendix II of this book you will find a more comprehensive bibliography of reference material, both fiction and non-fiction, which may help you clarify your ideas about some of the issues studied in this unit.

#### ADDITIONAL REFERENCES

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- 3. KLEIN, ARTHUR J. *Adventures in the Reconstruction of Education*. Columbus, Ohio: The Ohio State University, 1941. Chapter I, "The Evolving Program," pp. 7-11; Chapter VII, "The Development of an Experimental Attitude," pp. 183-210.
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## APPENDIX I

### SAMPLE RESOURCE PROJECT SHEET

Education Survey 407  
Resource Project Sheet  
*The Role of the School*

There is considerable disagreement as to just what function the school should perform in our society. There are those who hold that it should act in such a way as to maintain things the way they are, to preserve the "status quo." There are others who feel that the school should play an active part in furthering social change.

Some questions:

1. Should the school be active in trying to bring about social change?
2. In what ways should the school try to relate itself to its community?
3. What should be the relation of the school to the government?
4. What is the impact on the school of the conflict between capital and labor?
5. In what ways does tradition influence the school?

Some references bearing on the above questions:

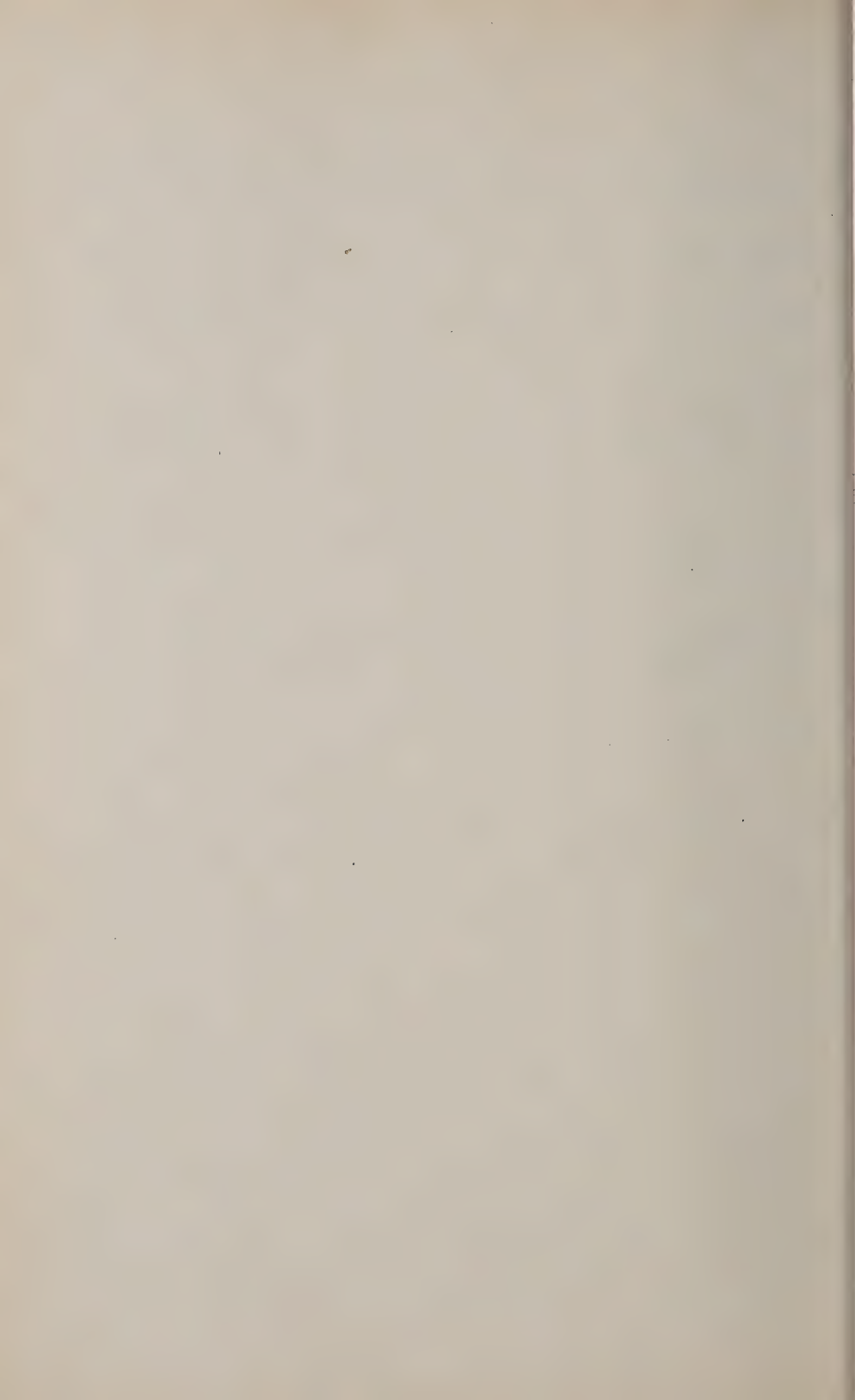
- 1a. American Association of School Administrators. "Purpose and Functions of the Schools," *Education Digest*, XIII (October, 1947), pp. 12-17.
- b. COUNTS, GEORGE S. *Dare the School Build a New Social Order?* New York: John Day Company, 1932.
- c. EDWARDS, N., AND H. G. RICHEY. *School in the American Social Order*. New York: Houghton-Mifflin Co., 1947.
- d. MACLEAN, M. S. "Education for a New World," *California Journal of Elementary Education*, XV (February, 1947), pp. 138-51.
- e. NEWLON, JESSE R. "The Great Educational Illusion," *The Social Frontier*, XX (March, 1935), pp. 14-18.
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- g. STUDEBAKER, J. W. "Secondary Education for a New World," *School Life*, XXIX (October, 1946), pp. 3-8.
- h. WASHBURN, CARLETON. "Indoctrination Versus Education," *The Social Frontier*, XXI (April, 1936), pp. 212-15.
- i. WATSON, G. B. "Educator, His Role in Shaping Our Society," *Progressive Education*, XXV (October, 1947), pp. 227-28.

- 2a. HULLFISH, H. G. "What Kind of Education?" *Educational Research Bulletin*, XXVI (May, 1947), pp. 113-22.
- b. JONES, G. "Role of the American High School in Developing Social Responsibility," *National Association of Secondary School Principals Bulletin*, XXXI (February, 1947), pp. 7-15.
- c. LEWIS, J. "Has Modern Education a Philosophy of Life?" *Adult Education*, XVIII (June, 1946), pp. 187-94.
- d. National Education Association, Educational Policies Commission. *Education for All American Children*. Washington, D. C.: National Education Association, 1948.
- e. ROBERTS, B. E., AND A. T. BECKMAN. "Community Changes Influencing Home, School, Curriculum and Children," *National Elementary Principal*, XXIV (April, 1945), pp. 40-43.
- f. STOREN, H. F. *Laymen Help Plan the Curriculum*. Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association, 1946.
- 3a. CONANT, J. B. "Public Education and the Structure of American Society," *Teachers College Record*, XLVII (December, 1945), pp. 145-94.
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- 4a. HURTWITZ, H. L. "What Shall We Teach About Labor?" *Scholastic*, CI (December, 1947), p. 95.
- b. REMMERS, H. H. "Youth Looks at Social and Economic Problems," *American School Board Journal*, CXIV (May, 1947), pp. 22-24.
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- d. STEWART, M. S. *Income and Economic Progress*. New York: Public Affairs Commission, pp. 3-9.
- e. WARNER, W. L., R. J. HAVIGHURST, AND M. B. LOEB. *Who Shall Be Educated?* New York: Harper and Brothers, 1944.
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- e. SHANE, H. G. "What Public Education Can Be," *Childhood Education*, XXIII (December, 1946), pp. 161-65.
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Some projects:

1. Keep a weekly log of your activities and the thinking that you are doing about schools in society. Evaluate it in terms of the breadth and concentration of your interests.
2. Examine the cartoons in Harold Spears' *The Emerging High School Curriculum*. What are some of the issues and problems that are indicated?
3. Talk to a number of teachers about the freedom they have in their positions. Have any pressures been brought to bear upon them? If so, what kinds, and how did the teachers respond?
4. Visit a number of classes. What evidences did you find of democratic procedures? Give concrete examples. Did you discover any undemocratic practices? If you were a teacher how would you handle these same circumstances in a democratic fashion?
5. Think about the classes you attended in high school. How were controversial issues handled? Under the same circumstances, how would you have handled them? What were some of the controversial issues that might have been discussed?
6. Visit a private school. Talk with the students and the teachers. How do you interpret the purposes of the school? Compare it with a public school you have visited.



## APPENDIX II

### BIBLIOGRAPHY ON THE RELATION OF SCHOOLS TO SOCIETY

#### A. *Democracy and the Community*

##### BOOKS AND PAMPHLETS

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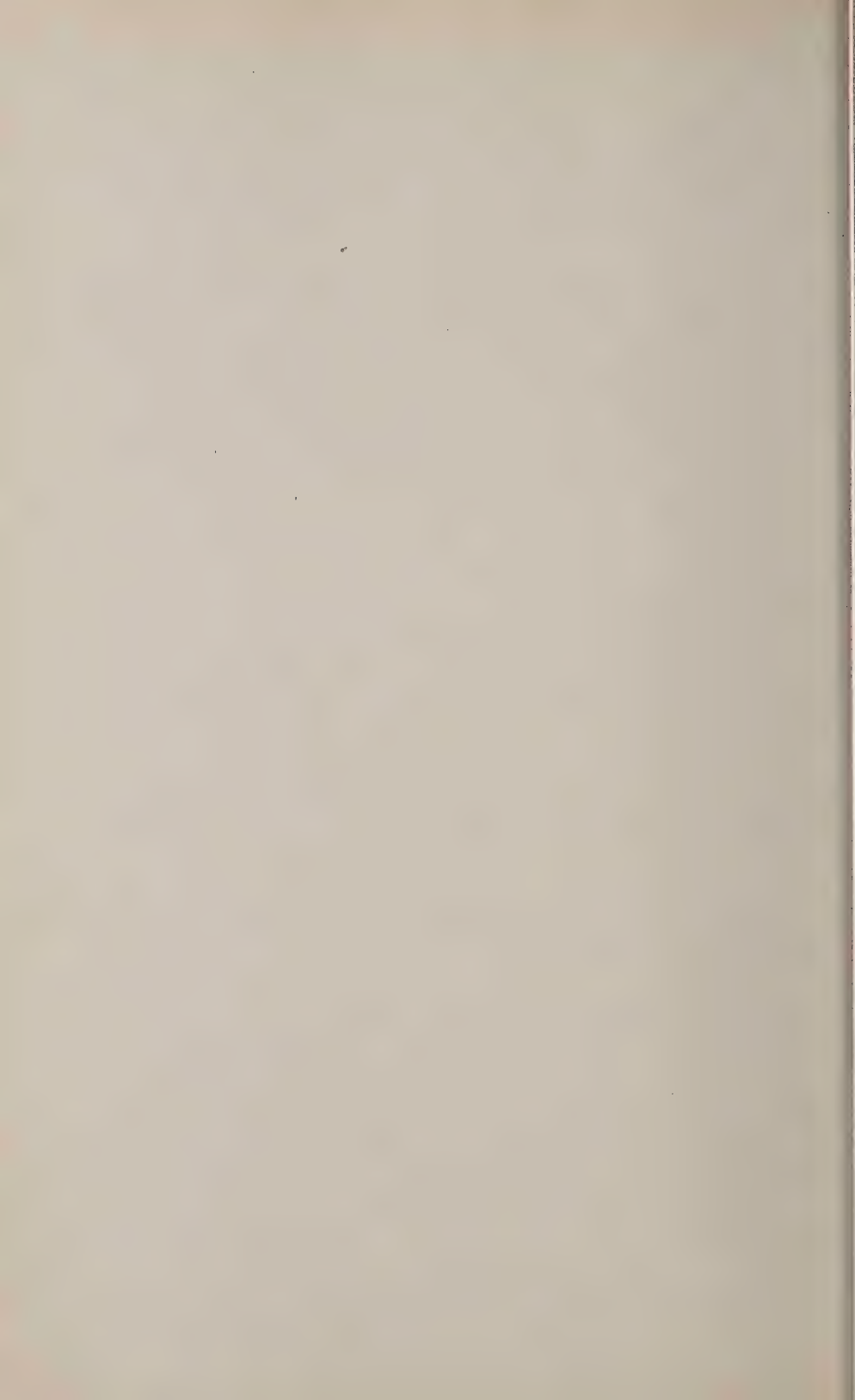
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## APPENDIX III

# ADVISER'S REPORT TO COMMITTEE ON JUNIOR STANDING

for

Surname

First

Middle

Adviser

Date

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Second Revision  
1942

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COLLEGE OF EDUCATION  
THE OHIO STATE UNIVERSITY  
Columbus, Ohio

DIRECTIONS  
FOR MARKING

SECTION I: THE SEPARATE SCALES

(See pages 4-16)

FOR EACH COMPETENCY OR SCALE-AREA THE RATER IS TO DO THE FOLLOWING:

"X" For each scale place an "X" at the appropriate point judged to be most representative.

**Parentheses.** Enclose within parentheses the distance below and above the "X" which represents a reasonable margin of confidence. In the example below, Mary Doe has been rated a "Good" candidate in the given trait by the "X" and the adviser is confident that this "X" should not have been placed lower than the first parenthesis mark, nor higher than the second.

**Personality.** Your ratings should serve the purpose of revealing insights into the unique personality of the student. Sometimes a student's behavior in a particular ability or trait throws much light on his *whole* character; "It's just like him!" Does this rating of yours constitute such a *key* or *clue* to this student's *whole* personality? If it does, place a star in the small box at the right marked "Personality." In the example below, the adviser judged his rating of Mary Doe on the trait, "Having Purposes Clear" as affording a *real clue* to Mary's over-all personality.

**Consistency.** Does the student's behavior show consistency? Should the "X" you give him on the trait in question be interpreted to mean that he *uniformly* rates as this point? Or is it the central tendency within a behavior pattern characterized by more or less variability? Judge "consistency" according to the following 5-point scale:

- 1. Behavior extremely variable; irregular; unpredictable.
- 2. Behavior frequently irregular and variable.
- 3. Occasional irregularities.
- 4. Behavior rather regularly like that marked "X."
- 5. Behavior very consistently like that marked "X."

**Insufficient Evidence:** If you do not have adequate evidence to enable you to mark any given trait, write "I-E" (Insufficient Evidence) on that particular scale.

**Comments:** Space is provided at the bottom of each page for remarks which may aid in giving a more adequate description of the student. Please do write further comments whenever you feel they will add to the faithfulness of the report.

EXAMPLE:

Mary Doe

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
2 HAVING PURPOSES CLEAR (From SCALE C, on pp. 8-9)							
( X )						★	5
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		



DIRECTIONS  
FOR MARKING

## SECTION II:

THE SUMMARY SCALES  
AND REPORT

(See pages 17-20)

## DISPOSITION AND PURPOSE OF THE SUMMARY REPORTS:

It should be noted that the last two sheets in this booklet (Pages 17-18 and Pages 19-20) are the same form. The next to the last sheet in the booklet is a duplicate record, to be torn out of the booklet, along the perforation, and filed in the office of the Junior Dean. The original is to remain in the booklet and be filed in the adviser's folder for the student. Care should be taken to see that the carbon sheet is properly placed before filling in Pages 17 and 19 and then that it is reversed when filling in Pages 18 and 20.

## DIRECTIONS FOR MARKING SUMMARY SCALES (Page 19 of the Original, 17 of the duplicate):

*First:* Before proceeding with summary forms be sure that the separate scales for each of the seven scale-areas (pages 4-16) have been completed, including comments at the bottom of these pages.

*Second:* Now fill in the Composite Ratings on pages 17 and 19, using the same general procedures employed in marking the separate scales in Section I, but remembering that your present recording is a *composite judgment* (but not necessarily an *average*) of all the trait-scales for the respective scale-area or competency.

## EXAMPLE:

*Mary Doe*

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY
C THINKING-PLANNING (From pp. 8-9)						
( X )						
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	★

Thus Mary Doe is judged to rate "Without Distinction" in the area of Thinking-Planning. However, she may rate as low as "Conditional" or as high as "Good," according to the margin of confidence the adviser has allowed. This judgment represents a composite of all the separate-scale ratings previously made on this competency, as found on page 9. This rating is indicated to be a "clue" to Mary's over-all personality since the small box marked "Personality" has been starred.

*Final Report:* See final pages (pages 18 and 20) for final report to the Committee on Junior Standing, which are self-explanatory.

## SCALE PROFESSIONAL PERSONALITY *SIX ASPECTS OF PROFESSIONAL PERSONALITY DEFINED.*

# A

they are not discrete or mutually exclusive items, but represent points of reference on which the rater can focus his attention for the purposes of this evaluation.

**DEPENDABILITY:** Meets appointments promptly; does not have to be continually reminded of his obligations; foresees consequences; accepts responsibility and fulfills it; displays integrity.

# 1

**INTEREST IN PEOPLE.** Enjoys being with people; concerned about social problems; cooperates in group activity; tries to put other people at ease; listens to others with genuine interest; likes children; works effectively with children of various age-groups in a variety of situations; liked by his associates.

# 2

**INITIATIVE:** Open-minded toward new approaches to solving problems; willing to try new procedures after considering them thoughtfully; continually seeks improved ways of meeting his responsibilities; often takes the lead; works cooperatively with others.

# 3

**CAPACITY FOR STIMULATING OTHERS:** Other people become interested and challenged by what he says and does; his co-workers and students are stimulated to thoughtful and zestful response and further reflective action.

# 4

**PROFESSIONALLY-MINDED:** Devoted to public service; socially sensitive; puts public welfare above personal advancement; respects the personality of those with whom he works; sensitive to need for continuous professional study; adheres to approved practices in relationships with others.

# 5

**PERSEVERANCE:** Attacks problems with vigor; accepts the challenge of difficult situations requiring prolonged intellectual and physical effort; not easily discouraged or tempted to quit short of his purposes.

# 6

### COMMENTS

## SEPARATE SCALES FOR RATING THE STUDENT ON SIX TRAITS OF PROFESSIONAL PERSONALITY

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
1 DEPENDABILITY:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

2 INTEREST IN PEOPLE:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

3 INITIATIVE:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

4 CAPACITY FOR STIMULATING OTHERS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

5 PROFESSIONAL-MINDEDNESS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

6 PERSEVERANCE:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

COMMENTS

## SCALE PERSONAL ADJUSTMENT DEFINITIONS OF SIX ASPECTS OF PERSONAL ADJUSTMENT.

**B** discrete or mutually exclusive, but represent points of reference in thinking of personal adjustment on which the rater can conveniently focus his attention for purpose of this evaluation.

---

**1** **INSIGHT INTO SELF:** Plans to achieve things which are within his ability to achieve; really knows some of his strengths and weaknesses; knows what he believes; carries his beliefs as tentative—open to question, not as the right answers which are not subject to change; realizes that he can't have "his way" all the time; accepts criticism in a good spirit.

---

**2** **SOCIAL ACCEPTABILITY:** Fits easily into various situations as respects getting along with people; congenial with people of both sexes, singly and in groups, with people older and more experienced than himself, as well as with those younger and less experienced; does not "impose" his personality on others; liked by others; his company is sought; his participation is valued

---

**3** **SOCIAL SENSITIVITY:** Identifies himself with the broader social scene; accepts its problems as his problems; does not disclaim responsibility for his part in helping solve them; seeks to discover the facts about, and to understand such important problems as those of race, religious belief, labor, representative government, war, etc.; participates in activities related to social problems because of healthy interest in them—not because of an emotional projection of his own insecurity.

---

**4** **ADJUSTING TO COLLEGE LIFE:** Maintains a functional balance between his homelife, his extra-curricular program, and his study-class schedule, such that none is neglected for the others; relates his activities purposefully; is not one-sided, such as a "bookworm," "social gadabout," "stay-at-home," etc.; gives evidence that when teaching he will be able to operate equally well as teacher, as a person, and as a civic participant or community leader; does not let the academic schedule run away with his life, yet does not neglect it; expects there to be much real work to do and takes it in stride.

---

**5** **MANNER:** Natural, easy, appropriate behavior; seeks and welcomes friendly contacts with other people; has adequate feeling of personal security so that he is alive, but avoids demonstrative behavior; free from nervous mannerisms such as "tics," "nail-biting," etc.; manner of speaking indicates freedom from strain and affectation.

---

**6** **APPEARANCE, DRESS, POSTURE:** Clean, neat, careful grooming; avoids extremes in style of dress, hair, etc.; dresses appropriately to the occasion; adapts posture to the situation, maintaining an alert, pleasing appearance; presents appropriate facial expression; is neither over-conservative nor individualistic to the point of being "peculiar."

---

### COMMENTS



## SEPARATE SCALES FOR RATING STUDENT ON SIX TRAITS OF PERSONAL ADJUSTMENT

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY CONSISTENCY
<b>1</b> INSIGHT INTO SELF:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	
<b>2</b> SOCIAL ACCEPTABILITY:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	
<b>3</b> SOCIAL SENSITIVITY:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	
<b>4</b> ADJUSTING TO COLLEGE LIFE:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	
<b>5</b> MANNER:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	
<b>6</b> APPEARANCE, DRESS, POSTURE:						<input type="checkbox"/> <input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	

COMMENTS

**SCALE THINKING-PLANNING** *DEFINITIONS OF TEN ASPECTS OF THINKING-PLANNING.* Obviously they are not discrete or mutually exclusive, but serve as points of reference in considering the Thinking-Planning process on which we can conveniently focus our attention.

**C**

**1** **EXEMPLIFYING DEMOCRATIC VALUES:** Believes in a "decent break" for all men regardless of race, creed, color, or stage of cultural development; actively democratic; e.g. encourages people to say what they really think; not afraid of change; wants to pitch in and help things move forward; likes to make decisions for himself and wants the same right for others; thinks that if one makes a decision one should take the consequences; won't be pushed around and doesn't push others.

**2** **HAVING HIS PURPOSES CLEAR:** Has done some careful thinking about his life work; relates thinking to both immediate and long-time goals; has satisfactory (healthily adjusting) personal-social philosophy; holds convictions but is not "set" or bullheaded; sees where he wishes to be in relation to where he is; has intellectualized some of his important beliefs and values.

**3** **RECOGNIZING PROBLEMS:** Sees gaps between things as they are and as they ought to be; attacks a problem as a whole rather than piecemeal or from a single angle; sees beyond immediate issue; doesn't dodge, or evade, or oversimplify problems; does not depend upon others to set up his problems; does not depend upon others to set up his problems for him; much alive to the existence of problems; does not confuse symptoms with causes.

**4** **USING PEOPLE AND HUMAN RELATIONSHIPS:** Knows people to whom he can go for help; knows how to approach and use them; does not exploit or lean too much on people; he "wears well"; maintains congenial relationships with instructors and fellow students; aims to render service and courtesies in return; his contacts are not limited to those of his own sex, age, or status.

**5** **USING OTHER RESOURCES:** Has a good academic background without being "bookish"; brings knowledge and past experience to bear upon problems; has profited from his travel experience, recognizes and draws upon local environment for materials, experience, evidence; uses institutions, such as libraries, art galleries, social agencies, churches, the government, movies, radio, etc., etc.

**6** **EMPLOYING HYPOTHESES:** Takes time and pains to inventory all possible causes, methods of solving the problem, and outcomes; attempts to foresee consequences; has an experimental attitude; objects to "railroading things through"; is not, however, given to procrastination or indecision, but insists on considering a number of possibilities; regards plans as hypotheses to be proven, rather than as blueprints guaranteeing certain results; is continuously evaluating and re-evaluating his plans.

**7** **COLLECTING AND ORGANIZING DATA:** Wants to get all available evidence; goes about getting the facts systematically; discriminates between authority and half-truth; does not "bog down" in getting the data to the point of delaying organization and action; demonstrates facility in classifying, tabulating, and ordering of data; has a good sense of what data are relevant to the problem.

**8** **INTERPRETING DATA:** Tends to be somewhat objective; generally accurate; reasonably cautious and reasonably daring; careful to qualify "probably" true or false as such; when he guesses, he is aware of it and says so; in developing a "proof" he distinguishes relevant from irrelevant; identifies main points; distinguishes between "lead-up" and "lead-away" argument.

**9** **THINKING INDEPENDENTLY:** Has mind of his own; self-reliant; not easily pushed around or browbeaten; distinguishes between fact and assumption; wants terms defined; recognizes common "dodges" by which gullible persons are deceived; avoids "loaded" words and slogans which block thinking; challenges their use by others.

**10** **CARRYING PLANS INTO ACTION:** Willing to try things; comes out with a plan; generally makes it work, but failing to do so, makes revisions and tries again; not frustrated or confused if the plan miscarries, but devises and tries others; surmounts obstacles; "follows through"; when there is a job to be done which calls for use of ingenuity and planning, he can be depended upon for results.

#### COMMENTS

## SEPARATE SCALES FOR RATING STUDENT ON TEN TRAITS OF THINKING-PLANNING

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
<b>1</b> EXEMPLIFYING DEMOCRATIC VALUES:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>2</b> HAVING PURPOSES CLEAR:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>3</b> RECOGNIZING PROBLEMS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>4</b> USING PEOPLE AND HUMAN RELATIONSHIPS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>5</b> USING OTHER RESOURCES:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>6</b> EMPLOYING HYPOTHESES:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>7</b> COLLECTING AND ORGANIZING DATA:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>8</b> INTERPRETING DATA:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>9</b> THINKING INDEPENDENTLY:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>10</b> CARRYING PLANS INTO ACTION:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

COMMENTS

**SCALE SPEAKING SKILLS**

*DEFINITIONS OF SIX SPEAKING SKILLS.* Obviously they are not all discrete or mutually exclusive but represent points

**D**

of reference in thinking of speech effectiveness on which we can conveniently focus our attention for the purposes of this evaluation.

**1** **FITTING IDEAS TO THE SITUATION:** Expresses worthwhile ideas; exercises good judgment and tact in choice of ideas to express; has a point to make and makes it; remarks are timely, pertinent, appropriate—not the echoes of others' contributions; covers the subject adequately; thoughts show logical organization.

**2** **ADAPTING PRESENTATION TO THE SITUATION:** Is at ease in various audience situations; employs style of delivery suitable to his listeners; uses appropriate gestures easily and naturally; free from irritating mannerisms; satisfactory personal appearance; adapts body position to the type of presentation and situation; employs materials and notes effectively.

**3** **ORGANIZING AND EXPRESSING IDEAS:** Selects words appropriate to the topic and manner of treatment; commands a reasonably comprehensive vocabulary; each contribution is unified and complete; expresses ideas clearly and succinctly, yet easily and interestingly; coherent, smooth phrasing; formal speech balanced and sensibly paragraphed; fluent, easy style; free from cluttering and stuttering; adapts rate of speaking to the needs of the topic and the situation.

**4** **USING ACCEPTABLE GRAMMAR AND SENTENCE STRUCTURE:** Use of grammar indicates logical thinking; uses verb that agrees with the subject, and pronoun that agrees with its antecedent; employs the acceptable form of the irregular verb, the adjective, adverb, preposition, participle, etc.

**5** **ARTICULATING WORDS:** Pronounces commonly used words according to general acceptance; stresses the right syllables; uses correctly any sound in the English language, both separately and in combination with other sounds; speech reveals no marked substitution, addition, omission, or distortion of sounds.

**6** **USING THE VOICE EFFECTIVELY:** His voice reveals the thought and mode of the speaker; employs sufficient range, so that the effect is not that of monotony; free from disagreeable tone patterns; uses optimum pitch; so that fundamental tone is at a median place in his speaking scale; has sufficient resonance to be heard clearly in a classroom of ordinary size; adapts volume to the requirements of the situation.

**COMMENTS**



## SEPARATE SCALES FOR RATING SIX TRAITS OF SPEAKING SKILL

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
1 FITTING IDEAS TO THE SITUATION:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
2 ADAPTING PRESENTATION TO THE SITUATION:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
3 ORGANIZING AND EXPRESSING IDEAS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
4 USING ACCEPTABLE GRAMMAR AND SENTENCE STRUCTURE:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
5 ARTICULATING WORDS:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
6 USING THE VOICE EFFECTIVELY:						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

COMMENTS

**SCALE WRITING SKILLS** *DEFINITIONS OF FIVE WRITING SKILLS.* Obviously these are not all discrete or mutually exclusive aspects of writing competency, but represent points of reference in considering effectiveness of written expression which are convenient for purposes of our evaluation.

**E**

**1** **FITTING IDEAS TO THE SITUATION:** Expresses worthwhile ideas; exercises good judgment and tact in the choice of ideas to express; has a point to make and makes it; remarks are timely, pertinent, appropriate—not merely echoes of others' contributions; covers the subject adequately; thoughts show logical organization.

**2** **PRESENTING IDEAS ON PAPER:** Strives for neatness, orderliness, attractiveness; spaces well on the page; penmanship or typing legible and acceptable; employs outlining, indices, appendices, and similar devices logically and effectively; annotates appropriately; uses acceptable bibliographic form.

**3** **ORGANIZING AND EXPRESSING IDEAS:** Selects words appropriate to the topic and manner of treatment; commands a reasonably comprehensive vocabulary; each contribution is unified and complete; expresses ideas clearly and succinctly, yet easily and interestingly; coherent, smooth phrasing; choice of words and phrases indicates an individual mode of expression; fluent, easy style; formal composition balanced and sensibly paragraphed.

**4** **USING ACCEPTABLE GRAMMAR AND SENTENCE STRUCTURE:** Use of grammar, punctuation, and capitalization indicates logical thinking; free from dangling phrases and run-on sentences; uses verb that agrees with its subject, and pronoun that agrees with its antecedent; employs the acceptable form of the irregular verb, the adjective, adverb, preposition, participle, etc.; punctuates accurately.

**5** **SPELLING:** Spells words according to accepted form; uses the apostrophe in contractions; forms possessives properly; forms plurals accurately; recognizes syllables when using the hyphen; employs capitals when necessary; is a frequent user of the dictionary.

#### COMMENTS

## SEPARATE SCALES FOR RATING FIVE TRAITS OF WRITING SKILL

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
<b>1 FITTING IDEAS TO THE SITUATION:</b>						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>2 PRESENTING IDEAS ON PAPER:</b>						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>3 ORGANIZING AND EXPRESSING IDEAS:</b>						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>4 USING ACCEPTABLE GRAMMAR AND SENTENCE STRUCTURE:</b>						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
<b>5 SPELLING:</b>						<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

COMMENTS

## SCALE RECREATIONAL SKILLS and INTERESTS FOUR ASPECTS OF THIS COMPETENCY

**F**

**DEFINED.** These items are not discrete or mutually exclusive, but do serve as points of reference on which the rater can conveniently focus his attention for purposes of this evaluation.

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**1** **UNDERSTANDING THE NATURE OF RECREATION:** Recognizes that choice of recreational activities must be based on one's individual mental and physical condition, that it must be mentally and physically wholesome; understands that when "play" becomes "work" it ceases to be recreation; recognizes that play is "fun" and should be spontaneous; recognizes that recreational activities can and should add to the significance of the joys of living; sees implications for mental and physical health.

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**2** **SEEKING CARRY-OVER VALUE:** Has developed skills and interests in activities which may be used in later life; understands the importance of the preparation for leisure; appreciates the value of recreational activities for happy family living; is prepared to enter into recreational relations with friends, community acquaintances, children, and associates.

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**3** **ATTAINING RANGE AND VARIETY:** Participates well with large groups, small groups, members of the opposite sex; is able to find recreational enjoyment when alone; understands the need for a wide variety of experiences; recognizes the danger of concentrating energies in a limited number of activities; understands the scope of recreation; is willing to try new experiences.

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**4** **DEVELOPING SKILLS:** Realizes that he must develop sufficient skill in various recreational activities in order that both he and other participants may find enjoyment in them; shows initiative in developing suitable recreational skills; familiarizes himself with available aids and makes use of them.

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### COMMENTS



## SEPARATE SCALES FOR RATING STUDENT ON RECREATIONAL SKILLS AND INTERESTS

(Refer to Page 2 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW <u>POTENTIAL</u> BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	PERSONALITY	CONSISTENCY
1 UNDERSTANDING THE NATURE OF RECREATION:							
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
2 SEEKING CARRY-OVER VALUE:							
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
3 ATTAINING RANGE AND VARIETY:							
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		
4 DEVELOPING SKILLS:							
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent		

COMMENTS

## SCALE INFORMATIONAL BACKGROUND

At the close of the sophomore year the student should have a sound back-

**G**

ground of information in one or more of the conventional fields which he uses to enrich his own living. Entrance to Junior Standing presupposes a grasp of several fields. The adviser is asked to read the directions at the bottom of the page and to place his ratings in the appropriate places on these aspect-scales.

FIELD OF INFORMATION	I	II	III	IV	V	PERSONALITY	CONSISTENCY
1 BUSINESS AND COMMERCE						<input type="checkbox"/>	<input type="checkbox"/>
2 CONTEMPORARY AFFAIRS						<input type="checkbox"/>	<input type="checkbox"/>
3 FOREIGN LANGUAGES						<input type="checkbox"/>	<input type="checkbox"/>
4 HEALTH						<input type="checkbox"/>	<input type="checkbox"/>
5 HISTORY AND SOCIAL STUDIES						<input type="checkbox"/>	<input type="checkbox"/>
6 LITERATURE AND DRAMA						<input type="checkbox"/>	<input type="checkbox"/>
7 MATHEMATICS						<input type="checkbox"/>	<input type="checkbox"/>
8 MUSIC AND DANCE						<input type="checkbox"/>	<input type="checkbox"/>
9 SCIENCE						<input type="checkbox"/>	<input type="checkbox"/>
10 KNOWLEDGE OF INDIVIDUAL DIFFERENCES AND INDIVIDUAL DEVELOPMENT						<input type="checkbox"/>	<input type="checkbox"/>
11 ARTS AND CRAFTS						<input type="checkbox"/>	<input type="checkbox"/>

## HOW TO MARK THIS SCALE

Place an "X" at the point on each aspect-scale which best represents your judgment; draw parentheses to indicate your margin of error, and mark the boxes "Personality" and "Consistency" if and to the degree that they apply. THE FIVE COLUMNS I, II, III, IV, and V are described and defined as follows:

I. Practically ignorant of this field of information.

II. Has been exposed to courses in High School and perhaps in college but "it didn't take."

III. Knows something "about" the field but his information is not organized and is apt to be superficial.

IV. Beginning to get control over this area of information. Is interested here; reads, talks, and does some studying in this field.

V. Has a reasonable command of this field at his fingertips. Uses information in this field in his conversations, his meetings, could easily help others who have difficulty in this area.

## COMMENTS

## Section II—Part I.

(Duplicate)

## COMPOSITE RATINGS ON RESPECTIVE COMPETENCIES

(Refer to Page 3 for directions how to mark this page)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING	A "Key" to Personality of Candidate
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**A** PROFESSIONAL PERSONALITY (from pp. 4-5)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**B** PERSONAL ADJUSTMENT (from pp. 6-7)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**C** THINKING-PLANNING (from pp. 8-9)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**D** SPEAKING SKILLS (from pp. 10-11)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**E** WRITING SKILLS (from pp. 12-13)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**F** RECREATIONAL SKILLS AND INTERESTS (from pp. 14-15)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**G** INFORMATIONAL BACKGROUND (from p. 16)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**H** HEALTH (SCALES H, I, and J will be completed in the Junior Dean's Office)

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**I** ABILITY TO DO COURSE WORK

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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**J** PROFESSIONAL EXPERIENCES

Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent	<input type="checkbox"/>
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(Duplicate)

## FINAL REPORT TO THE COMMITTEE ON ADMISSION TO JUNIOR STANDING

for

Last

First

Middle

Adviser's name.....

Date.....

2. In the light of all the knowledge you possess about this student, what is your over-all judgment concerning his candidacy for junior standing? (Use "X" and parentheses)

SATISFACTORY ACHIEVEMENT IMPROBABLE	QUESTIONABLE LOW POTENTIAL BAD RISK	JUNIOR STANDING CONDITIONAL	JUNIOR STANDING WITHOUT DISTINCTION	GOOD CANDIDATE FOR JUNIOR STANDING	EXCELLENT CANDIDATE FOR JUNIOR STANDING
Unacceptable	Questionable	Conditional	Fair-Average	Good	Excellent

## 3. BASIS FOR THESE JUDGMENTS:

In arriving at your judgments what experience has furnished evidence?

Number of quarters as his adviser.....

Number of other quarters' acquaintance ..

Number of quarters in your classes.....

Conferences with previous college adviser (Yes or No).....

Records left by previous adviser (Yes or No).....

Ed. 407 evaluation instruments (Yes or No).....

Ed. 407 written essays, planning paper, etc. (Yes or No).....

Other written work (Yes or No).....

Other instructors' comments or reports to you (Yes or No).....

Extra-class or social contacts: chance to observe him out of advisory relationship (Yes or No).....

Personal interviews: (Check)

None..... Few..... Several..... Many.....

Other opportunities (previous acquaintance, talks with parents etc.):

.....

.....

.....

.....

For this student, do you have:

more....., about the same amount....., less..... evidence than for the average of your advisee group? If not evident from above, state why:

.....

## 4. EXPLANATORY AND CONCLUDING STATEMENT:

In a brief statement, indicate any conditions or emphases which will give the Committee further insight into the fitness of this candidate for junior standing:

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(Adviser)



# APPENDIX IV

## TIME SCHEDULE FORMS

MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
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3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

## MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
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2:00							
3:00							
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5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
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3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							



## MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
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3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

MY TIME SCHEDULE FOR THE WEEK OF.....

In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
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In the schedule below, you should fill in first those *regular* activities which occur at the same time every day. Then you should fill in those classes, club meetings, etc., that vary from day to day, but do occur at a regular time each week.

In the space that remains blank you can plan your study and recreation. It is well to provide a balance between them. As a general rule you should plan to spend about three hours per credit, or about two hours of work outside class for each hour in class. Your adviser will be glad to help you develop a workable plan.

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# APPENDIX V

## EVALUATION FORMS

PLEASE DO NOT WRITE YOUR NAME

### RATING OF ADVISER

Name of Adviser.....

Answer the following items in terms of your Survey 407 teacher-adviser. Use the following code:

5—To a very great degree, of very great help

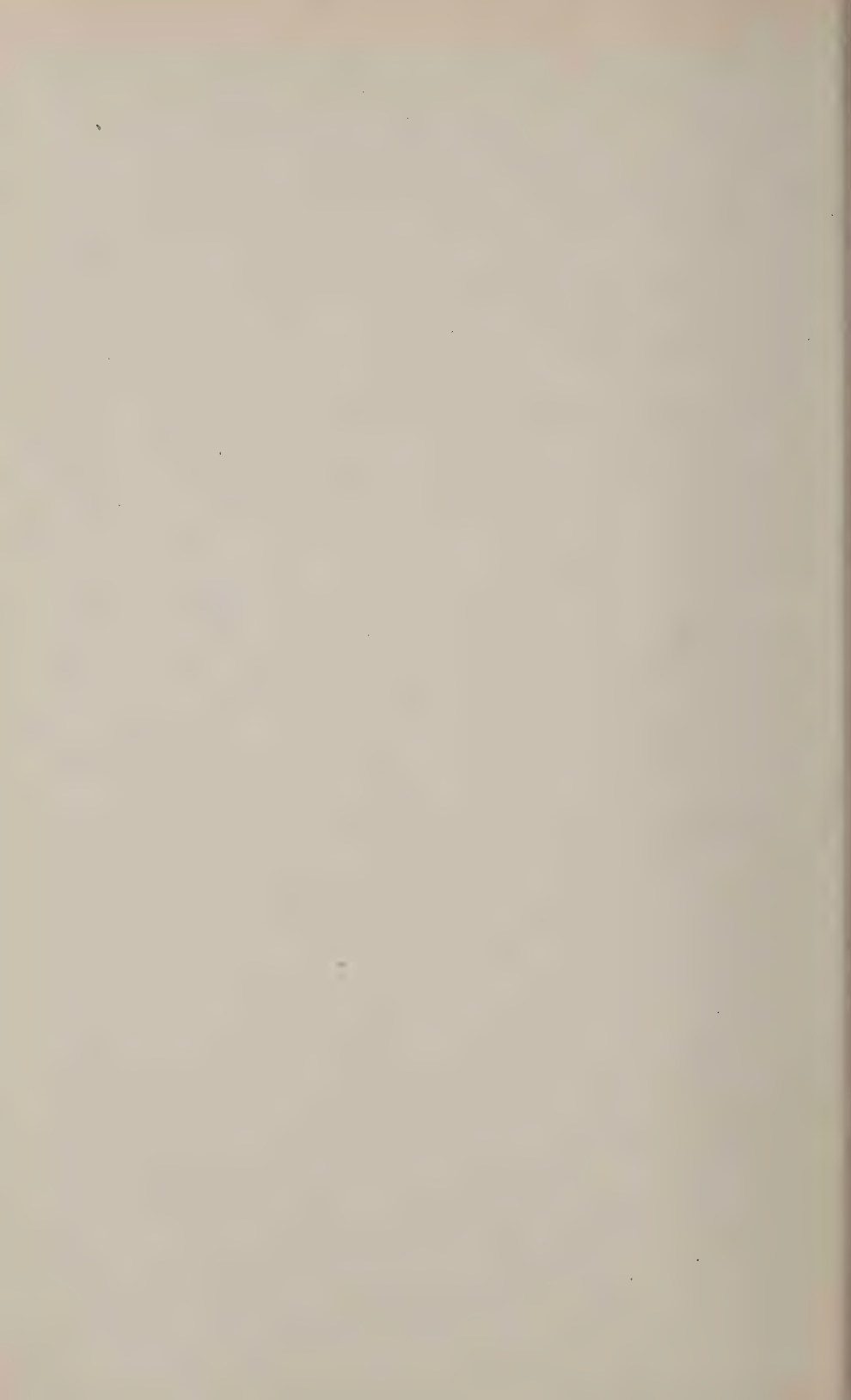
4—To a great degree, of great help

3—To some degree, of some help

2—To a slight degree, of slight help

1—To a very slight degree, of practically no help

- ..... 1. Was he enthusiastic about his work?
- ..... 2. Did he use language that was understandable to you?
- ..... 3. Did he lead discussions rather than lecture?
- ..... 4. Did he encourage participation from a large part of the group?
- ..... 5. Did he respect the contributions of each member of the group?
- ..... 6. Did he keep discussions pertinent to the purpose of the course?
- ..... 7. Did he direct the thinking of the group intelligently?
- ..... 8. Was he effective in summarizing discussions?
- ..... 9. Was he "one of the group"?
- ..... 10. Did he make effective use of time in the class?
- ..... 11. Was he prompt in meeting appointments?
- ..... 12. Was he accessible for individual conferences?
- ..... 13. Did you feel free to discuss almost any problem with him?
- ..... 14. At the close of an interview, were "next steps" more clear to you?
- ..... 15. Did you like to have individual conferences with him?
- ..... 16. Did you look upon him as a real friend?



## RATING OF COURSE

Name of student.....

We are interested to know what you think of this course. Will you please give your opinion as fairly and as truthfully as you can in regard to the following statements which are related to the course? Use the code given below to indicate your judgments.

5—To a very great degree, of very great help

4—To a great degree, of great help

3—To some degree, of some help

2—To a slight degree, of slight help

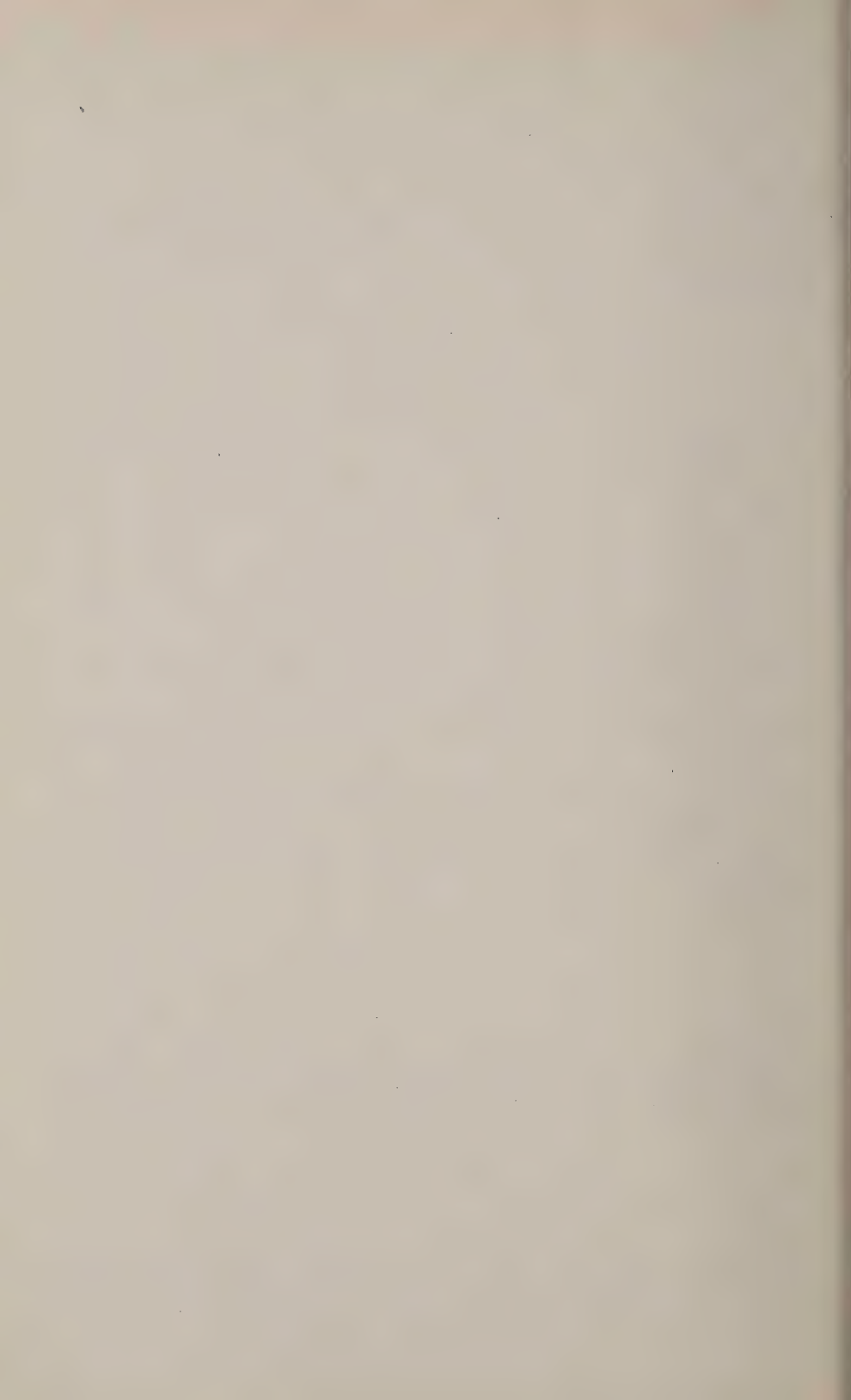
1—To a very slight degree, of practically no help

- ..... 1. In helping you to see some of the requirements for success in your chosen profession.
- ..... 2. In stimulating your thinking, in introducing new ideas.
- ..... 3. In terms of an interesting course, one you like to attend.
- ..... 4. In helping you to think more clearly.
- ..... 5. In terms of help you have received in class and in conference with your adviser.
- ..... 6. In terms of causing you to be more deeply concerned about social issues, political, economic, religious, race, etc.
- ..... 7. In helping you to develop socially, make friends, etc.
- ..... 8. In helping you to adjust to the University more effectively.
- ..... 9. In acquainting you with some of the educative forces which affect people who are not in school.
- ..... 10. In arousing your curiosity to the extent that you follow up ideas outside of class.
- ..... 11. In terms of helping you to decide what you want to do in life.
- ..... 12. In terms of helping you to see more clearly your strengths and weaknesses.
- ..... 13. In terms of help in working out ways of overcoming your weaknesses.

How has this course helped you to plan by yourself? If it has not helped you, say so.

Every student should have an opportunity to “gripe” about the things that displease him. Will you please write here about the things in the course that you didn’t like, that bothered you, that you considered weak points, etc.

Almost every course has something good about it. Will you please write here the things that appealed to you, that you liked, that you thought were strong points, etc.? Write of the back of the page if necessary.





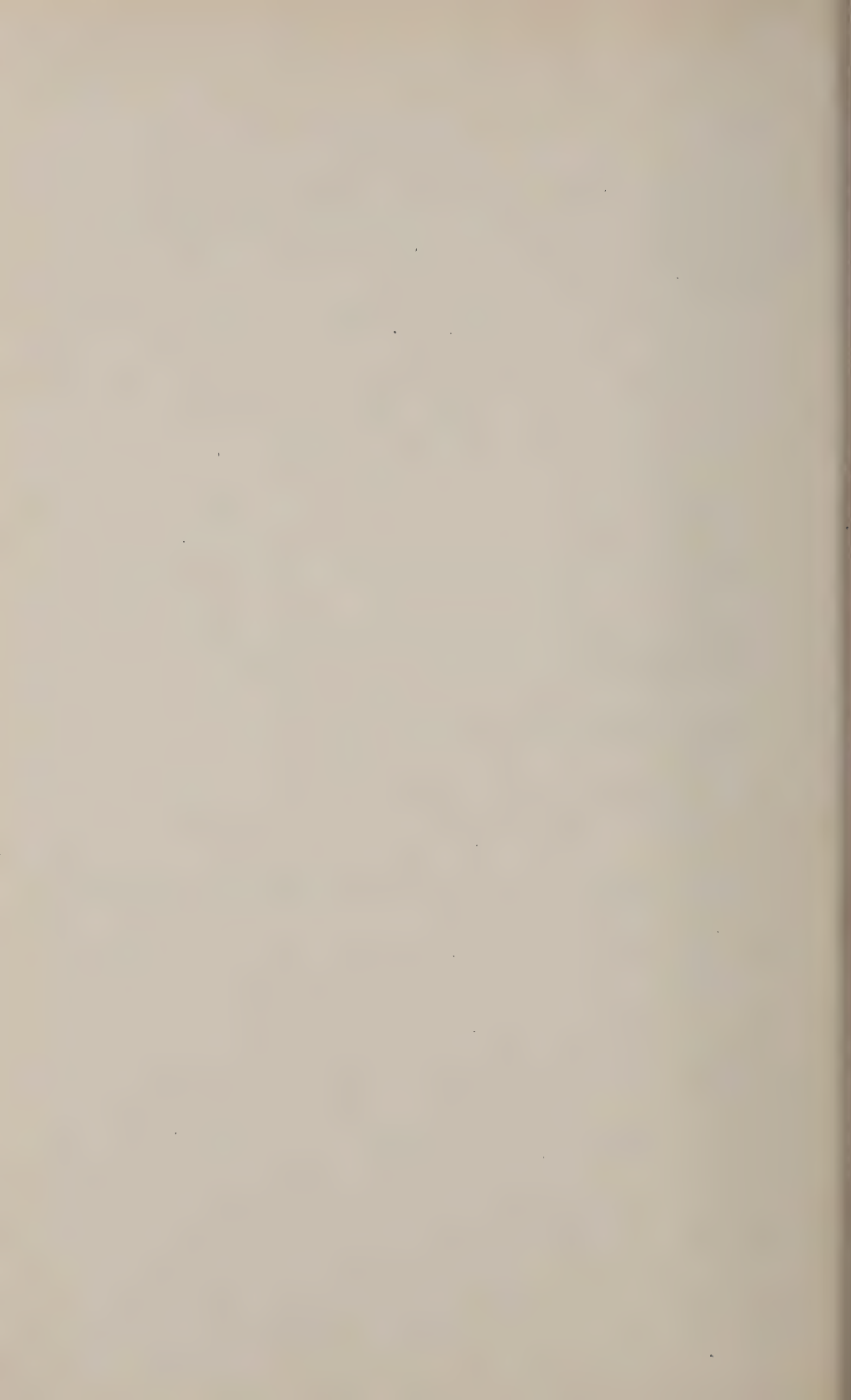
## STUDENT SELF-APPRAISAL

You have had an opportunity to rate the content of Survey 407. You also have rated your adviser. This form is intended to give you an opportunity to rate yourself with respect to certain objectives of the course. Use the following code:

- 5—To a very great degree
- 4—To a great degree
- 3—To some degree
- 2—To a slight degree
- 1—To a very slight degree

1. .... My contributions to the class have been worth while.
2. .... I have endeavored to become acquainted with other students.
3. .... I have learned to withhold judgments of other people.
4. .... I have learned to support my arguments with facts.
5. .... My readings have been thoughtfully done.
6. .... I have become acquainted with the library.
7. .... I am eager to get other persons' points of view.
8. .... I have learned to see the value of a broad background of knowledge in any profession.
9. .... I have gained an understanding of the opportunities in my chosen profession.
10. .... I have learned to make effective use of my time.
11. .... I have overcome prejudices.
12. .... I have learned to think more clearly.
13. .... I have gained personal insight.
14. .... I have gained self-confidence.

Name of student.....



## NOTES

## NOTES



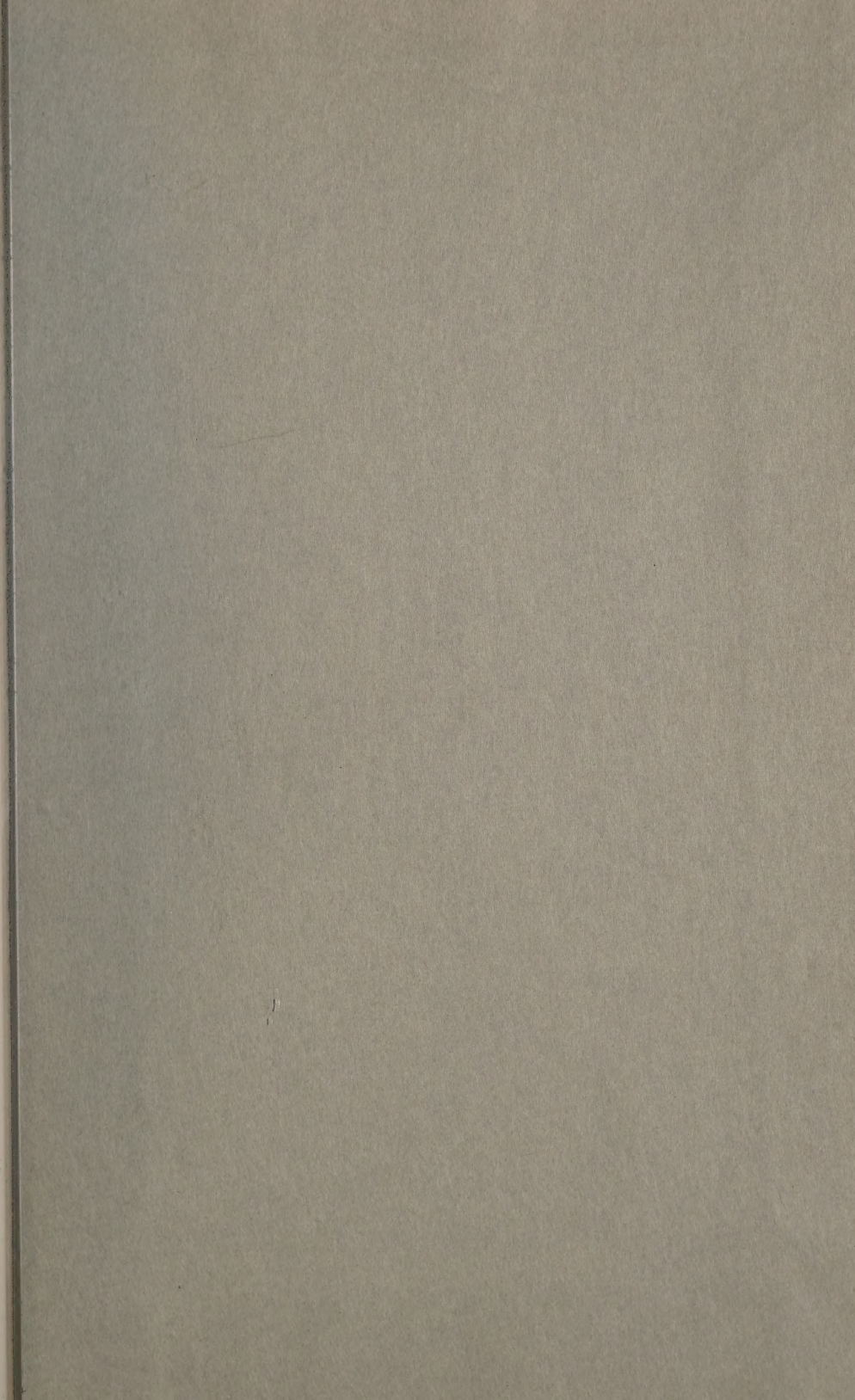
## NOTES

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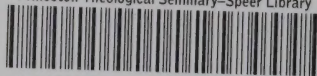




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